



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

## **REVIEWS OF ACADEMIC PROGRAMS AND UNITS**

**April – October 2012**

Report to the Committee on Academic Policy and Programs  
October 29, 2012

**REVISED**

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS April – October 2012

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## ***Provostial Reviews***

Programs offered conjointly by the Toronto School of Theology and the University of Toronto:	1
<i>Second entry undergraduate</i>	
<i>(Basic):</i>	Master of Arts in Ministry and Spirituality
	Master of Pastoral Studies
	Master of Religious Education
	Master of Divinity
	Master of Religion (closure approved March 14, 2012)
	Master of Theological Studies
	Master of Sacred Music
<i>Graduate</i>	
<i>(Advanced):</i>	Doctor of Ministry
	Master of Theology
	Doctor of Theology

## ***Divisional Reviews***

### **Faculty of Applied Science and Engineering**

Civil Engineering, Department of and the following programs:	15
<i>Undergraduate:</i>	Civil Engineering, BSc
	Lassonde Mineral Engineering, BSc
<i>Graduate:</i>	Civil Engineering, MSc, MEng, PhD

### **Faculty of Arts and Science**

Anthropology, Department of and the following programs:	25
<i>Undergraduate:</i>	Anthropology (General), BA: Maj, Min
	Anthropology (Biological), BSc: Maj
	Anthropology (Society, Culture & Language), BA: Spec, Maj
	Archaeology, BA: Spec, Maj, Min
<i>Graduate:</i>	Anthropology, MA, MSc, PhD
Near and Middle Eastern Civilizations, Department of and the following programs:	37
<i>Undergraduate:</i>	Near and Middle Eastern Civilizations, BA: Spec, Maj, Min
<i>Graduate:</i>	Near and Middle Eastern Civilizations, MA, PhD

Sociology, Department of and the following programs:	46
<i>Undergraduate:</i> Sociology, BA: Spec, Maj, Min	
<i>Graduate:</i> Sociology, MA, PhD	

## **Faculty of Medicine**

Health Policy, Management and Evaluation, Institute of and the following programs:	54
Health Administration, MSc, PhD	
Health Administration MHSoc	
Master of Health Informatics MHI	

## **Ontario Institute for Studies in Education of the University of Toronto**

Applied Psychology and Human Development, Department of – <i>programs only:</i>	63
School and Clinical Child Psychology, MA, PhD	
Developmental Psychology & Education, MA, MEd, EdD, PhD	
Child Study & Education, MA	
Counselling Psychology, MA, MEd, EdD, PhD	

Curriculum, Teaching and Learning, Department of – <i>programs only:</i>	75
Curriculum Studies and Teacher Development, MA, MEd, PhD	
Second Language Education, MA, MEd, PhD	
Elementary and Secondary Education, MT	

Humanities, Social Sciences and Social Justice Education, Department of – <i>programs only:</i>	88
History and Philosophy of Education, MA, MEd	
Sociology in Education, MA, MEd, EdD, PhD	

Leadership, Higher and Adult Education, Department of – <i>programs only:</i>	99
Educational Administration, MA, MEd, EdD, PhD	
Higher Education, MA, MEd, EdD, PhD	
Adult Education and Community Development, MA, MEd, PhD	

## **University of Toronto Mississauga**

Professional Graduate Programs Centre – <i>one program only:</i>	114
M.Biotech	

<b>Appendix: Externally-commissioned reviews of academic programs, April – October 2012</b>	121
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## REVIEW SUMMARY

<b>Division/Unit:</b>	Toronto School of Theology
<b>Commissioning Officer:</b>	Provost, University of Toronto
<b>Program(s):</b>	<p>Programs offered conjointly by the Toronto School of Theology and the University of Toronto:*</p> <p>Emmanuel College</p> <ul style="list-style-type: none"> <li>• Master of Divinity</li> <li>• Master of Pastoral Studies</li> <li>• Master of Religious Education</li> <li>• Master of Sacred Music</li> <li>• Master of Theological Studies</li> <li>• Doctor of Ministry**</li> <li>• Master of Theology**</li> <li>• Doctor of Theology**</li> </ul> <p>Knox College</p> <ul style="list-style-type: none"> <li>• Master of Divinity</li> <li>• Master of Religious Education</li> <li>• Master of Theological Studies</li> <li>• Doctor of Ministry**</li> <li>• Master of Theology**</li> <li>• Doctor of Theology**</li> </ul> <p>Regis College</p> <ul style="list-style-type: none"> <li>• Master of Arts in Ministry and Spirituality</li> <li>• Master of Divinity</li> <li>• Master of Theological Studies</li> <li>• Doctor of Ministry**</li> <li>• Master of Theology**</li> <li>• Doctor of Theology**</li> </ul> <p>St. Augustine's Seminary</p> <ul style="list-style-type: none"> <li>• Master of Divinity</li> <li>• Master of Religious Education</li> <li>• Master of Theological Studies</li> </ul> <p>University of St. Michael's College Faculty of Theology</p> <ul style="list-style-type: none"> <li>• Master of Divinity</li> <li>• Master of Religious Education</li> <li>• Master of Theological Studies</li> <li>• Doctor of Ministry**</li> <li>• Master of Theology**</li> <li>• Doctor of Theology**</li> </ul> <p>University of Trinity College, Faculty of Divinity</p> <ul style="list-style-type: none"> <li>• Master of Divinity</li> <li>• Master of Theological Studies</li> <li>• Doctor of Ministry**</li> <li>• Master of Theology**</li> <li>• Doctor of Theology**</li> </ul> <p>Wycliffe College</p> <ul style="list-style-type: none"> <li>• Master of Divinity</li> <li>• Master of Religion***</li> <li>• Master of Theological Studies</li> <li>• Doctor of Ministry**</li> <li>• Master of Theology**</li> <li>• Doctor of Theology**</li> </ul>
<b>Reviewers</b>	1. Dr. Ellen Aitken, Professor and Dean, Faculty of Religious Studies, McGill University

<b>(Name, Affiliation):</b>	2. Dr. David F. Ford, Regius Professor of Divinity, Faculty of Divinity, University of Cambridge 3. Dr. Richard Rosengarten, Associate Professor of Religion and Literature and former Dean, Divinity School, University of Chicago
<b>Date of review visit:</b>	January 10-11, 2012

<b>Previous Review Date:</b>	The Toronto School of Theology and the University of Toronto offer conjoint programs under the Memorandum of Agreement (2004). This review of these conjoint programs is the first full review under the UTQAP.
<b>Summary Findings and Recommendations of Previous Review:</b>	n/a
<b>Recent OCGS Review(s) Date:</b>	2003 Good Quality (Master of Theology and Doctor of Theology)

## CURRENT REVIEW

**DOCUMENTATION PROVIDED TO REVIEWERS:** Terms of Reference  
Self-Study  
*Towards 2030* Framework

**CONSULTATION PROCESS:** The reviewers met with the Vice-President and Provost, U of T; Vice-Provost Academic Programs, U of T; Director, TST; Heads of TST Member Colleges; TST Advanced Degree Directors; Directors and Faculty of TST Member Colleges; TST Basic and Advanced Degree Students; Interim Director, DMin program, TST; TST Advanced Degree Program Disciplinary Groups; Representatives from U of T cognate disciplines: Faculty of Music, Department of Near and Middle Eastern Civilizations, Department of the Study of Religion, Centre for Medieval Studies, Ontario Institute for Studies in Education; Dean, U of T School of Graduate Studies; Library representatives; TST Alumni.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The Toronto School of Theology and the University of Toronto offer conjoint programs under the Memorandum of Agreement (2004). This review of these conjoint programs is the first full review under the UTQAP.

### 1. Overarching Commentary on Programs

**The reviewers observed the following strengths:**

- Mode of delivery
  - Small-group study, co-curricular activities and opportunities for personal growth outside the classroom are major parts of learning at TST

**The reviewers identified the following areas of concern:**

- Scope and priorities
  - Large number of degrees
- Curriculum
  - Considerable duplication of courses and faculty across TST member colleges

**The reviewers made the following recommendations:**

- Scope and priorities
  - U of T with TST should encourage theological studies and the study of religions to the highest international level; together they have the potential to become a global leader in these studies
  - Consider expanding Jewish and Muslim professional education at TST
- Curriculum
  - Coordinate curriculum and faculty resources across TST member colleges to support programs
- Enrolment
  - TST could contribute to U of T's expansion of the professional master's programs, graduate expansion, growth in mature learners, and international student recruitment

## **1. Undergraduate Program (i.e. second entry undergraduate or “basic” degree programs)**

### **The reviewers observed the following strengths:**

- Overall quality
  - Master of Divinity is “above standard”; other degrees are “at standard”
- Curriculum
  - Faculty and students view many programs as well conceived and reflective of students' educational needs

### **The reviewers identified the following areas of concern:**

- Scope and priorities
  - Large number of degrees dilutes critical mass

### **The reviewers made the following recommendations:**

- Scope and priorities
  - Consider streamlining the number of degrees offered
  - Differentiate “basic” (i.e. second entry undergraduate) degrees from “advanced” (i.e. graduate) degrees
  - Articulate common educational standards and purposes for these degrees

## **2. Graduate Program (i.e. graduate or “advanced” degree programs)**

### **The reviewers observed the following strengths:**

- Overall quality
  - Master of Theology is “at standard”

### **The reviewers identified the following areas of concern:**

- Overall quality
  - Doctor of Ministry and Doctor of Theology are “below standard”
- Scope and priorities
  - Demands of large number of “Basic” (i.e. undergraduate) programs means doctoral program lacks coherence and coordinated oversight; too many students are too much “on their own”
- Admissions
  - Many students are admitted to the Doctor of Theology but transfer into and complete the PhD\* (\*offered by the University of St. Michael's College Faculty of Theology; not a conjoint program)
- Administration
  - “Acute” need for new structure and different kind of leadership (TST governance structure limits authority of Director of TST and Directors of graduate degree programs in relation to member colleges; especially problematic for graduate degrees)

### **The reviewers made the following recommendations:**

- Scope and priorities
  - Consider closing the Doctor of Theology
  - Consider creating a conjoint PhD (and possibly also a conjoint MA) offered by TST and U of T
- Admissions
  - Discontinue practice of admitting students to the Doctor of Theology and allowing them to transfer into and complete the PhD\* (\*offered by the University of St. Michael's College Faculty of Theology; not a conjoint program)
- Graduates
  - Track doctoral graduates to assess whether their professional lives match program goals
- Administration

- Consider TST-wide coordination of doctoral education (students form a cohort; faculty oversee doctoral education as a coordinated, complementary body; coordinated curriculum and exam structure)

### 3. Faculty/Research

#### The reviewers identified the following areas of concern:

- Research
  - Faculty hold few externally funded research grants
  - Faculty tend not to submit applications for research funding

#### The reviewers made the following recommendations:

- Research
  - Consider developing research collaboration between TST and U of T in which scholarly resources on religion are complementary
- Faculty complement
  - Coordinate faculty renewal across TST colleges, and both ways between TST and cognate U of T departments, to avoid duplication
  - Distinguish between faculty who teach “basic” (i.e. second entry undergraduate) degrees and those who are also involved in “advanced” (i.e. graduate) degrees
  - Ensure faculty involved in conjoint degrees meet U of T standards for research, teaching and other qualifications
  - Ensure that U of T is represented on all TST appointment, promotion and tenure committees related to conjoint degrees

### 4. Administration

#### The reviewers observed the following strengths:

- Resources
  - TST has considerable assets in buildings and endowments
- Advancement
  - TST actively seeks philanthropic support

#### The reviewers identified the following areas of concern:

- Collaboration / Relationships
  - Significant difference of understanding between the TST colleges and U of T regarding what is provided in “central bin” costs that assessed to colleges

#### The reviewers made the following recommendations:

- Collaboration / Relationships
  - Differentiated collaboration between TST and U of T in both academic and professional dimensions can contribute to their meeting responsibilities to academic and professional communities, and to a complex multi-faith, pluralist society, locally, nationally and internationally
  - Closer relationship between TST and U of T could facilitate fundraising, faculty and international student recruitment, and support an improved level of funded research activity
  - Enhance communication regarding the financial relationship between TST and U of T; discussions about “central bin costs” should proceed carefully and transparently
  - Discussions regarding financial arrangements should be negotiated by someone with high-level administrative experience and credibility at TST and U of T
  - Consider having U of T provide support for fundraising and research grant applications as part of future financial negotiations between TST and U of T
- Advancement
  - Expanding the inter-faith dimension of TST could be attractive to potential donors
- Planning / Vision
  - TST should produce its own “Towards 2030” planning document
  - TST and U of T should consider engaging in shared, less formal long-range planning discussions at regular intervals

### ADMINISTRATIVE RESPONSE – Appended



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## ADMINISTRATIVE RESPONSE TO THE EXTERNAL REVIEW

### CYCLICAL REVIEW IN THE UNIVERSITY OF TORONTO QUALITY ASSURANCE PROCESS (Site visit: January 10–11, 2012; review report: April 26, 2012)

The Toronto School of Theology is grateful for the report of the external reviewers as part of our University of Toronto Quality Assurance Process (UTQAP) cyclical review. The primary and most important feature of the report is the reviewers' vision for a new relationship between U of T and TST, where theological studies would continue to have a distinct disciplinary identity but where TST would work much more closely with U of T. Most importantly, in their vision this new relationship would include interdisciplinary mentoring and research at the graduate level, as well as shared service to external publics. The Heads of our seven member colleges, the TST academic directors, and I have given this report careful attention, and we have had several fruitful conversations with officials in the School of Graduate Studies, the Faculty of Arts and Science, and the office of the Vice-Provost, Academic Programs. With a view to addressing the recommendations of the external review, we have already made several changes in programs, policies and procedures, established new review processes, launched a "Towards 2030" planning project, and embarked with the U of T on some collaborative processes which we expect will take the relationship in the direction which the reviewers have recommended.

*Background and significance.* For U of T departments, cyclical reviews under UTQAP are an important but generally routine way of assuring and strengthening educational quality. For TST, this first UTQAP review is much more than that. It recommends re-situating our institutional relationship with U of T. TST welcomes the prospect of a renewed relationship with U of T along the lines envisioned by the UTQAP reviewers.



This UTQAP review is the first full University-commissioned external review of TST's programs since 1977, when a distinguished team (R.B.Y. Scott, Claude Welch, and Wilfred Cantwell Smith) recommended TST programs for inclusion in the first Memorandum of Agreement between U of T and TST. The University was also administratively involved in reviews of our Th.M. and Th.D. programs conducted in 2001 and 2003 by the Ontario Council of Graduate Studies (OCGS). Both reviews evaluated these programs as of "good quality." (The 2003 review took an abbreviated form and was designed simply to bring TST and the Department of the Study of Religion into the same review cycle.) The University has also relied for its quality assurance of our programs on the accreditation processes of the Association of Theological Schools in the United States and Canada, a highly respected member of the Council of Higher Education Accreditation, that is also recognized by the U.S. Department of Education.

When Ontario's new Quality Assurance Framework was approved in 2010, it gave universities the responsibility to conduct cyclical reviews of conjoint degree programs. The current (2004) Memorandum of Agreement between TST and U of T had provided for such reviews, but did not require them or define them. The Quality Assurance Framework, by making TST more regularly accountable to U of T in regard to quality standards, had the effect of creating a new relationship between TST and U of T, one which offered unforeseen strategic opportunities. For instance, it has laid the ground for closer partnerships in teaching and research between theological studies and a variety of cognate University-based disciplines (such as Study of Religion, Near and Middle Eastern Civilizations, History, Classics, Medieval Studies, Philosophy, Education, and Music). In addition, it has encouraged both parties to consider the instrumental value of TST's programs for the University's mission, and to recognize ways in which theological studies relates to the wider work of the University.

While we welcome this closer relationship with the University, it presents challenges. As an affiliated school, we and our member colleges have missional identities distinct from the University, and, indeed, this distinctiveness is an important part of our value as the University's partners. These missional identities provide authority for each TST member institution's academic programs and faculty appointments; they also link us to the wider world of theological education in North America. The University's claim to a broader authority over our programs raises questions relating to the integrity of the independent institutional identities and missions of our member colleges. In our academic planning, in developing a TST "Towards 2030" plan, through our systems of governance, and in the pending negotiation of a renewed Memorandum of Agreement with the U of T, both the beneficial and problematic implications of our developing relationship will need to be sorted out.

*Character of the report of the review team.* In bold language, the team's report proposes that "now is an opportune time further to develop the relationship between TST and U of T" (p. 1). They offer the observation that U of T has been increasing its academic engagement with religions, and is now poised "to take its place with McGill, Cambridge, Chicago, Yale, Harvard, Oxford, Duke, Durham, Edinburgh, and many more." It could "become one of the leading centres of theological and religious studies in the world."

TST is grateful for the encouragement and support we have experienced from key University leaders as together we begin to move collaboratively towards the fulfillment of this vision. The reviewers provide insight for this process, with some helpful recommendations for changes in TST structures, as well as changes in the organizational and financial relationships between TST and U of T. At least as important as its recommendations is the function which the UTQAP report has served in framing and organizing the conversations with University leaders to which we referred earlier. These have helped us considerably as we begin to map out a path forward which is both exciting and realistic.

Because of the review team's focus on future possibilities, its report said strikingly little about matters which are usually expected in a UTQAP review, such as the suitability of program objectives, quality of curriculum, admissions standards, assessment of learning, and resources (except that they agree that the library system is excellent). Nor did the report offer analysis or evaluation of the quality indicators assembled in our self-study report. It is possible that the UTQAP reviewers omitted this work because they had copies of our recent accreditation reports from ATS. Our academic programs had just been scrutinized in considerable detail in late 2011 by seven accrediting teams from ATS — one team for the TST consortium and one team for each of six of our member schools. Each of these seven teams comprised three faculty members from university-related or free-standing accredited theological schools, plus staff members with an intimate knowledge of North American theological education and the professional requirements of accreditation. All teams strongly affirmed the educational quality of TST's programs, and made recommendations (which have since been approved by the Commission on Accrediting) for long-term renewals of our accreditation. At the same time, our ATS reviewers gave us a very strong and clear recommendation that we needed to review our relationships with U of T and among our member colleges, not because they were defective but because they could be enriched.

Although the UTQAP reviewers did not assess our programs, they did supply a ranking of them as being above, at, or below standard. (They did not say what they chose as their standard.) In most cases these rankings seem consistent with the conclusions of the ATS reports (which, however, do not include rankings). By exception, they ranked three of our degree programs (including two conjoint degree

programs) as being “below standard.” These three rankings appear to be at variance with the conclusions of the peer review teams from ATS. We do agree that these programs can be significantly improved: whether they were “below standard” at the time of the site visit as the UTQAP reviewers thought, or at least “at standard” as the ATS reviewers thought, we can all agree that our goal is to make them very much “above standard”. Since receiving the report of the UTQAP reviewers, we have received clear verbal indications from University administrators as to the substantive issues that probably underlay the UTQAP report. We recognize that the way forward is not to try to discern or challenge the thinking of the external reviewers, but to use U of T’s academic standards as a measure and to ensure that our programs meet or exceed those standards.

### *Curriculum and program development.*

Number of programs. The reviewers suggest that our program offerings require better “coordinating and streamlining”. We understand this observation to mean primarily that we have too many degree programs. We recognize our need to reduce the number of programs and to introduce clear streams within the remaining ones in order to allow us to make better use of resources, to present our programs more clearly to prospective students, and to improve administrative efficiencies.

At the basic degree level (this is our nomenclature for second-entry undergraduate programs), at the time of the review we had seven conjoint programs and one non-conjoint program. Since then, we have closed one. As part of our current process of academic planning, we are reviewing others. The regulations of our ATS accrediting body impose constraints on how we construct and name our degree programs. Benefiting from conversations with the School of Graduate Studies, we are exploring the possibility of re-organizing some basic degree streams as graduate streams. This appears to us to be a realistic objective since by U.S. Department of Education standards they are already accredited at a graduate level.

Duplication of courses. TST has begun to analyze its course offerings in light of concerns related to unnecessary duplication of courses. Our analysis is somewhat complicated, given the fact that course codes that can appear to represent course duplications sometimes do not indicate courses at all; they can be used for research projects, off-site field placements and internships, supervisions, and placeholders. Duplications can also be difficult to identify when two courses have very different interests but similar titles, suggesting that in many instances we need to be clearer about naming and describing our courses. In still other cases, what appear to be different courses really function as different sections of the same course. Whatever duplication exists appears almost exclusively within the basic degree level. In some cases, individual colleges may sponsor courses because of a missional interest with little conversation outside their particular program needs. In part this suggests a need for

better communication between our member colleges. For both economic and educational reasons, we have begun this discussion and intend to address the matter.

Duplication of faculty. We address this matter below under the heading “Faculty.”

Differentiating between and articulating common educational standards and purposes for basic and advanced degrees. This recommendation from the UTQAP report is unclear to us. TST already complies fully with accrediting standards requiring a differentiation between basic and advanced degree programs in respect to admission standards, resources, learning outcomes, academic standards, and curriculum. There should be no room for confusion in this respect. We believe that the recommendation by the UTQAP external reviewers on this point may be related to the question of faculty renewal since the reviewers did indicate that they would like us to make clear distinctions between teaching-stream faculty members serving exclusively at the basic degree level and research faculty members who will work within a conjoint Ph.D. program. This point is addressed below under the heading “Faculty.”

Creation of a conjoint Ph.D. program; closing the conjoint Th.D. program. Since April we have made considerable progress towards a proposal for a conjoint Ph.D. program, working with a task force that includes senior faculty members from cognate disciplines in the Faculty of Arts and Science, and strongly supported by the Provost’s Office and the School of Graduate Studies. We have seconded a senior TST faculty member at 20% FTE to lead our work. The process of designing the conjoint Ph.D. program includes, among other things, (a) a review of the research and publication output of faculty members who will prospectively serve as supervisors; (b) a redefinition of program fields; (c) a review of our admissions process; (d) improvements in curriculum; (e) improved arrangements for mentoring; (f) more intentional and effective cohort formation; (g) an efficient deployment of faculty resources through increased attention to TST-wide academic planning; and (h) full conformity with current SGS policies.

We intend to have many of these improvements in place (assuming approvals by governance, where required) for the Th.D. cohort of September 2013.

To administer the proposed conjoint Ph.D. program, the heads of the six member colleges that participate in our doctoral program have agreed to create a graduate centre which will cross-appoint faculty members from the member colleges according to specific agreements. The core faculty of the Graduate Centre for Theological Studies (as we are provisionally calling it) will be cross-appointed faculty members meeting the U of T academic standard expected of full members of SGS. Because the member colleges will be granting the GCTS a proportion of the workload of participating faculty members for the period of cross-appointment, the Director of the

Centre will have authority to allocate faculty resources and will be able to promote a common research culture. The GCTS will also have full authority to administer student programs.

Our goal — dependent, of course, on necessary approvals — is to be able to admit the first students to the conjoint Ph.D. program in September 2014. If we can achieve this goal, then the last cohort admitted to the conjoint Th.D. program will be the one in September 2013. These two outcomes will satisfy the recommendations in this regard of the external review team.

Assessment of Doctor of Ministry program as “below standard.” The TST UTQAP self-study candidly identified several problems with our D.Min. program, including insufficiently developed statements of learning outcomes, ambiguities in the level of instruction, insufficient and ineffectively deployed faculty resourcing, inefficient academic administration, and a complex curriculum poorly suited to program goals. The UTQAP review report did not provide either its own assessments or suggestions for improvement.

As of January 1, 2012, we appointed a new Interim Director of the program (Professor Joseph Schner) with a mandate to reform and reorganize this program. Professor Schner has a Ph.D. in psychology from U of T in addition to his theological training as well as considerable experience as a senior academic administrator, and he is ideally suited to bringing this program to standard. He has made personnel changes, reorganized the academic office, and cleared a large backlog of delays in student supervision and assessment. Through TST’s academic governance, culminating in our Advanced Degree Council (which has two University representatives), he has significantly revised, focused, and simplified the curriculum to connect it tightly to program goals. Courses have been reorganized and revised to clarify graduate degree-level expectations. Faculty resourcing has been rationalized and strengthened, although this remains a work in progress. Highly qualified faculty members have been identified as a core faculty. Program supervisions are being more actively and creatively managed. Program deadlines and grading practices policy are being carefully enforced. The teaching of research methods has been considerably improved. We believe that with the newly admitted cohort the program is now operating “at standard.”

With the encouragement of the Vice-Provost, Academic Programs, and the Dean of the School of Graduate Studies, we intend to submit a proposal to have the conjoint D.Min. program recognized at a graduate level.

Assessment of Doctor of Theology program as “below standard.” Because we intend to close the conjoint Th.D. program, as indicated above, it is not necessary to respond to this evaluation at great length. We would only register our belief, confirmed

by the ATS accreditation reviews, that our conjoint Th.D. program has indeed been operating at the standard of accredited North American doctoral programs in theological studies. The faculty who teach in this program have all been approved by status committees with University representation; all students have entered the program with at least two degrees, with no less than a 3.70 CGPA in their last degree; and every doctoral thesis examination committee since 1978 has had a University representative, as well as an external examiner, who have confirmed the quality of the thesis. Five years after graduation, 88% of graduates have post-secondary teaching appointments or church appointments. Nevertheless, to repeat an earlier point, our clear goal remains a doctoral program that will be “above standard”.

The UTQAP external reviewers also reported on TST’s current non-conjoint Ph.D. program in theology offered by the University of St. Michael’s College. This program exactly mimics TST’s conjoint Th.D. program. While U of T has no formal interest in the non-conjoint Ph.D. program, it may be useful for us to say that TST will be closing this program permanently, without prejudice to our current students.

Student transfers from the conjoint Th.D. program to the non-conjoint Ph.D. program at St. Michael’s. The arrangement identified by the reviewers has been a problem for TST for many years. This matter is addressed at some length in our UTQAP self-study, but our response here requires a short summary with attention to necessary nuances. When TST was formed in 1969, the non-Roman Catholic member colleges were collaborating on a Th.D. program, and St. Michael’s was offering a Ph.D. program. After 1969 TST assumed authority for the Th.D. program, but St. Michael’s continued to administer its own Ph.D. program until 1979, when it transferred authority over its academic administration to TST. When conjoint degrees in theology were proposed during the negotiations for the first Memorandum of Agreement in 1975, the Ph.D. in theology was excluded as a conjoint degree, but the Memorandum of Agreement affirmed that the status of the Ph.D. would be a continuing topic of conversation. However, it is only in the last year that serious conversations along these lines between TST and U of T have emerged. In the meantime, TST’s dilemma has been that it needed the Ph.D. program because its nomenclature was the recognized international standard, but it also needed the Th.D. program, which represented a high level of academic partnership with U of T. The programs themselves have been identical. The result was that some students who entered a Th.D. program came to prefer a degree with Ph.D. nomenclature, and therefore applied to transfer. (Occasionally, the transfer happened in the other direction.) No formal provision has ever been made for this practice by any unit of TST governance, other than the general provision that any institution makes to permit the possibility of student transfers. Over the years, through the weight of accumulated precedent, students have come to expect a right of transfer from one program to the other, subject to a process for approval. The statistics are as follows: from 2001 to 2011, St. Michael’s graduated 117 Ph.D. students in theology, of whom 84 were transfer students from the Th.D. Of these 84 transfer students, 66 were domestic

students. In the same period, the six member colleges that participate in the Th.D. program graduated 59 students. Thus slightly more students transferred from the Th.D. to the Ph.D. programs than remained in the Th.D. program.

During this period, our member schools have realized very little government funding for the Th.D. From 2001 to 2006, most Th.D. BIU's were unfunded. Under the graduate expansion program since 2006, TST has experienced funding clawbacks from negative expansion, based on a serious statistical anomaly in its base enrolment figures.

Students admitted since May 1, 2012, have been advised that transfers from the Th.D. program to the Ph.D. program will not be available. According to legal advice we have received, Th.D. students already in the program should be allowed the transfer because of the prevailing practice and understanding at the time of their admission.

### *Faculty.*

Faculty standards. The UTQAP review team "recommended a process for ensuring that faculty involved in the offering of conjoint degrees meet U of T standards for research, teaching and other qualifications." In fact, such processes already exist under the Memorandum of Agreement. All faculty members teaching in conjoint programs must be approved by a Faculty Appointments Committee which has two University representatives. In practice the other members of this Committee defer to the judgment of the University representatives in all questions of the University's academic standards in teaching and research. Similarly, all faculty members who will be functioning regularly in advanced degree teaching must be approved by a Status Committee which also has two University representatives. *Ad hoc* appointments for specific tasks of advanced degree teaching and supervision, which were formerly allowed, have been discontinued. Since the decentralization of appointments to SGS membership at U of T, SGS actually has stronger input into graduate faculty appointments at TST than within the U of T.

The UTQAP external review recommended that University representatives might sit on TST faculty search committees. This practice is already in place in some TST member colleges, and we believe that a similar practice could be developed acceptably within other colleges.

Some faculty members who met University standards at the time of their appointment have under-performed since then. Processes for consistent review in this area will be developed by each college for its basic degree faculty, and by TST for advanced degree faculty.

For the proposed conjoint Ph.D. program in theological studies, a core faculty will be appointed based on a fresh review of CV's. An important step towards this objective was taken on September 6, when three senior academics (one from TST, one

from U of T, and one from a top-tier U.S. university-related theological school) scrutinized the CV's of TST faculty members and recommended twenty-four to accompany our degree program application.

Faculty renewal plan; long-range plan. These two items in the UTQAP report, one in the category "Faculty" and one in the category "Relationships," are related. The review team says, "We recommend that the 'Towards 2030' planning document of TST include a road map for faculty renewal that is coordinated across the TST Colleges." The Heads of the TST member colleges, with the TST Directors, have established themselves as a "Towards 2030" planning committee with the goal of completing a long-range plan, including a faculty renewal plan, by the end of the 2012-13 academic year.

We are currently working to distinguish a teaching stream within our TST faculty which would function at the basic degree level, particularly in the professional stream. Informally we have already adopted this distinction in our Faculty Appointments Committee, and a new draft policy is currently under review.

**Research.** The reviewers suggest several ways of improving the research profile of the TST faculty. This area will be incorporated into our TST-wide "Towards 2030" planning, since it will require a review of institutional missions and priorities, definitions of research areas, recognition of University complementarities, closer connections of curriculum to research mandates, reviews of faculty workload, and more effective systems of faculty deployment.

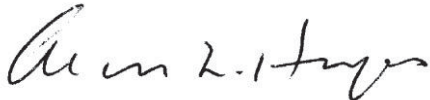
In particular, the reviewers recommend that the U of T allow TST faculty members access to the services of its research office. We would welcome this opportunity. We would hope to include this matter in our discussions towards a renewed Memorandum of Agreement.

**Relationships.** TST and U of T have already embarked on discussions that include a revised financial arrangement, alignments in planning, closer academic collaboration, and cooperation in serving external communities.

**Multi-faith considerations.** The UTQAP review notes the significance of recent multi-faith initiatives in which TST is involved, particularly its close association with the new Canadian Yeshiva and Rabbinical School, and certificate and degree programs at Emmanuel College in Muslim Studies intended partly to provide culturally contextualized education for Muslims seeking to serve as chaplains in public contexts. We anticipate that if and when the CY&RS becomes provincially chartered, we would support its full membership in TST and assist it in applying to open conjoint degree programs under UTQAP.



*Conclusion.* This UTQAP review takes its place with the Federation Act of 1887 and the Memorandum of Agreement of 1978 as landmarks in the evolution of the relation of the theological schools to the University of Toronto. In areas where the missions of U of T and the TST member colleges overlap, including excellence in graduate teaching and in research, and service to external publics, we see important opportunities in a closer relationship. We expect that this mutually beneficial re-setting of TST's relationship with U of T, which has already begun, will be a major piece of our pending discussions concerning a revised Memorandum of Agreement.

A handwritten signature in cursive script, reading "Alan L. Hayes".

Alan L. Hayes  
Director, Toronto School of Theology  
October 5, 2012

## REVIEW SUMMARY

<b>Division/Unit under review:</b>	Department of Civil Engineering
<b>Commissioning Officer:</b>	Dean, Faculty of Applied Science and Engineering
<b>Program(s) under review:</b>	Civil Engineering, BSc, Hons Lassonde Mineral Engineering, BSc, Hons Civil Engineering, MEng, MSc, PhD
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Nemkumar (Nemy) Banthia, Professor, Distinguished University Scholar &amp; Canada Research Chair in Infrastructure Rehabilitation, Department of Civil Engineering, University of British Columbia</li> <li>2. Dr. Amr Elnashai, Head, Department of Civil and Environmental Engineering, Bill and Elaine Hall Endowed Professor, University of Illinois, Urbana-Champaign, USA</li> <li>3. Dr. Chris T. Hendrickson, Duquesne Light Company University Professor, Department of Civil and Environmental Engineering, Department of Engineering and Public Policy, Carnegie Mellon University, USA</li> <li>4. Dr. Arezki Tagnit-Hamou, Professor and Director, Cementitious Materials Laboratory, Chairholder, Industrial Research Chair, Department of Civil Engineering, Université de Sherbrooke</li> </ol>
<b>Date of review visit:</b>	May 15-16, 2012

<b>Previous Review Date:</b>	2005/06
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>1. Undergraduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Impressive undergraduate programs</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider assigning academic counseling to faculty members as “incremental load on the department’s faculty would be modest and the educational value substantial”</li> </ul> <p><b>2. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Impressive graduate programs</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider review of M.Eng and M.A.Sc. requirements</li> </ul> <p><b>3. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Positive funding trajectory</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Significant teaching load for Structural Engineering group</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider systems approach to enhance more cross cutting research already evident in many of department’s existing research groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities for Structural Engineering group to be proactive in seeking external funding for Chairs and new hires</li> </ul> <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Reviewers applaud integration of Mineral Engineering program and strengthening of linkages with other departments within broader university</li> <li>• Impressive academic, administrative and support staff in the department</li> <li>• Strong leadership; department headed in positive direction; new administrative structure supports department's goals</li> <li>• Leading civil engineering department in Canada; demonstrated excellence nationally and internationally</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Challenges: budget and space restraints</li> </ul>
<b>Recent OCGS Review(s) Date:</b>	2007/08 Good Quality

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Self-Assessment 2012  
Faculty CVs  
Terms of Reference  
Academic Plan  
Annual Report  
UTQAP

### CONSULTATION PROCESS:

The Reviewers met with:  
Dean  
Department Chair, Associate Chairs and Program Directors  
Tenured and untenured professors  
Administrative leadership team and staff  
Undergraduate students – Civil and Mineral Engineering  
Graduate students  
Cognate Department/Institute Chairs and Directors  
Advisory Search Committee for Chair

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

### 1. Undergraduate Program (Civil Engineering, BAsC, Hons; Lassonde Mineral Engineering, BAsC, Hons)

#### The reviewers observed the following strengths:

- Overall quality
  - Teaching program of highest quality
- Curriculum and program delivery
  - Faculty view program as focusing on fundamental knowledge, including breadth to introduce important sub-disciplines, and changing to accommodate new issues
- Quality indicators
  - Civil engineering benefits from “excellently qualified” students, dedicated faculty and staff, and growing student interest

- When students have communicated with Chair they have been pleased with responses
- Good student-faculty communication in Mineral Engineering
- Large number of TAs available (approx. 1 TA per 25 students)
- Enrolment
  - Reasonable number (99) of Mineral Engineering majors
- Faculty resources
  - Mineral Engineering is well funded (e.g. 4/6 department endowed chairs)

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Students expressed some concerns with curriculum (too broad, not enough integrative/elective options, too many introductory courses for sub-disciplines; see new courses as ad hoc rather than guided by learning objectives) and would like more input into changes
  - Capstone design course: “students are not aware of the full picture”
  - Teaching innovation: no new or innovative teaching experiments
  - Limited faculty for Mineral Engineering; some courses delivered by adjunct faculty
  - Small number of Mineral Engineering courses
  - Large course sizes difficult to accommodate in existing classrooms and labs
  - Lab sections too large for sufficient hands-on learning
  - Perception that large classes create distance between faculty and students
- Students
  - Lack of communication between students’ clubs and student body
  - Mineral Engineering students feel they do not belong to the Department

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider engaging in curriculum review/reform using U of T’s Department of Electrical and Computer Engineering process as model
  - Capstone design course: encourage interdisciplinary option
  - Encourage project-based, online, blended learning and other teaching innovation
  - Issues associated with large class size might be addressed by increasing number of TAs, reducing class size, or adopting pedagogical approaches suitable for large classes (e.g. electronic grading, online instruction, active learning rather than lecture during class time, etc.)
- Students
  - Consider student blog to provide venue for student questions

**2. Graduate Program (Civil Engineering, MEng, MAsC, PhD)**

**The reviewers observed the following strengths:**

- Overall quality
  - Civil Engineering at University of Toronto ranked generally among the top ten in North America and is the best in Canada in various international rankings
  - Teaching program of highest quality
- Quality indicators
  - Excellent recruitment processes
  - Excellent graduate supervision and teaching
  - Most senior PhD students have had teaching experience
  - Students generally pleased with research experience
- Students
  - Excellent quality students

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - No cross-specialty seminars; mining does not have regular seminars
  - Current graduate-level technical writing class focuses more on oral presentation than written communication

- Some large (40+) classes prevent adequate discussion and faculty-student interaction
- Assessment of learning
  - Some lack of clarity regarding doctoral comprehensive exam rules
- Quality indicators
  - Most students take 5+ years to graduate but 4 year funding commitment
- Support
  - No orientation for students starting in January

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Department could proactively organize research activities between specialty groups
  - Reduce class sizes
- Quality indicators
  - Increase number of PhD graduates and reduce times to completion
- Support
  - Provide orientation for students starting in January

### 3. Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - High ranking reflects quality of faculty research efforts and longstanding commitment to establish and retain strength in specific research areas
  - Positive, upbeat research environment; “boom time” for quality of student and research funding
  - Highest quality research activities
- Research
  - Strong structural engineering, transportation engineering and environmental engineering research groups
  - Faculty have received over 70 awards since 2005
  - Several research groups have excellent laboratories
  - Associate Chair’s practice of reviewing all research proposals is excellent

**The reviewers identified the following areas of concern:**

- Research
  - Little collaboration between research groups
  - No departmental incentives to foster interdisciplinarity or launch large research initiatives
  - Relatively low number of CRCs given department’s size
  - Office to help faculty raise industrial research funds is no longer available
- Faculty
  - No faculty mentoring guidelines
  - Junior faculty find lack of clarity regarding expectations for promotion and tenure
  - Relatively high number of graduates now faculty

**The reviewers made the following recommendations:**

- Research
  - Prepare for shift of funding towards more applied and industry driven research
- Faculty
  - Develop faculty mentoring guidelines to support junior faculty
  - Monitor the number of graduates hired as faculty to support intellectual diversity

### 4. Administration

**The reviewers observed the following strengths:**

- Relationships
  - Staff are pleased with collegial environment

- Excellent social environment for faculty and staff
- Transportation Engineering research group provides advice to GTA on multi-modal transportation needs
- Organizational and financial structure
  - Administrative staff work as a team
  - Many opportunities for professional growth
- Planning / Vision
  - Successful student-led fundraising effort
  - Department has reputation for able leadership
  - Administrative directors meet regularly with Chair

**The reviewers identified the following areas of concern:**

- Relationships
  - Mineral Engineering students perceive difficulties between Civil and Mineral Engineering faculty that affect morale
  - Limited formal programs of collaboration
- Organizational and financial structure
  - No professor-student committees; students feel consultation on new initiatives is not adequate
  - Town hall meetings used for crisis containment not routine communication
  - Lassonde Mineral Engineering program not well integrated into the department; unclear management model for and relationship between Mineral and Civil Engineering
  - Shortage of space for group meetings and projects
  - High volume of work

**The reviewers made the following recommendations:**

- Relationships
  - Improve department communications
  - Enhancing collaborations with other programs/departments at U of T and beyond (e.g. to create joint initiatives) could transform department's capabilities and culture and enhance graduate student training in interdisciplinarity
  - Promote international outreach to foster large department and Faculty initiatives
- Organizational and financial structure
  - Consider using successful merger of Industrial with Mechanical Engineering (1995) as model for better integrating Mineral with Civil Engineering
  - Improve quality of infrastructure
- Planning / Vision
  - Consider increasing focus on advancement and alumni relations, in coordination with the Faculty's advancement vision

**ADMINISTRATIVE RESPONSE – Appended**



**UNIVERSITY OF TORONTO**  
**FACULTY OF APPLIED SCIENCE & ENGINEERING**

*Cristina Amon, Dean*

October 4, 2012

Professor Cheryl Regehr  
 Vice-Provost, Academic Programs  
 University of Toronto  
 27 King's College Circle

Dear Cheryl

Thank you for your letter of September 12, 2012 regarding the May 2012 External Review of the Department of Civil Engineering. We consider the external review an important opportunity to critically reflect on the strengths, opportunities and future plans for our academic units and for the Faculty as a whole. We take great pride in the high quality of the people, research, and teaching programs at the Department of Civil Engineering as articulated in the review report and we look forward to incorporating the feedback received through this review in the strategic planning of the Department.

I write in response to the reviewers' recommendations, specifically in the five areas you identify. For ease of reading, a summary of each area identified in the review is followed by the Faculty's administrative response.

**1. Curriculum**

*The curriculum has changed incrementally over time to adapt to changes in the field; the reviewers suggest a curriculum review to consider the relationships between the program's components and learning objectives, connections between courses, and balance of required and elective elements. The reviewers also suggest an interdisciplinary option for the capstone course to support students' making connections across sub-disciplines.*

**Administrative response:**

All engineering undergraduate programs are undergoing an accreditation review by the Canadian Engineering Accreditation Board (CEAB) in October 2012. As such, we are in the midst of a full review of our programs to ensure that we are in compliance with the new CEAB guidelines that link program components with learning outcomes. We fully expect that this process will also drive curriculum change.

With respect to interdisciplinary capstone experiences, the civil engineering program currently has two interdisciplinary capstone initiatives:

- CIV513 Collaborative Engineering and Architectural Design Studio
- The national design competition called Home Sweet Home is being integrated into the civil engineering design curriculum. In collaboration with the Faculty's recently appointed NSERC Chair in Multidisciplinary Engineering Design, the course team

will have mechanical and civil engineering students working together to meet the competition criteria.

The mineral engineering program's capstone project involves the design of a mine from initial planning through to final closure and site remediation. Because no other engineering discipline is involved in the project, the students have a unique opportunity to apply all of their knowledge to these areas, providing them with a comprehensive and valuable design experience.

Another initiative of the NSERC Chair in Multidisciplinary Engineering Design is a new Multidisciplinary Capstone Design course, which was approved on Sept 9, 2012 by Faculty Council. Engineering students from all the departments across the Faculty, including those from mineral and civil engineering, will have the opportunity to select this design course starting September 2013.

In all cases, design projects are required to consider the impacts of their design decisions on safety, cost, the environment, and society as appropriate.

#### Short-term action

The civil and mineral capstone course coordinators will work with the NSERC Chair in Multidisciplinary Engineering Design to identify additional opportunities for multidisciplinary capstone experiences.

## **2. Program Delivery**

*The reviewers observed that alternative delivery methods (project-based, online, blended learning, etc.) and innovative pedagogical approaches suitable for large classes could facilitate increased student-faculty interaction and hands-on learning at the undergraduate level. The reviewers also observed that large classes at the graduate level could limit discussion and faculty-student interaction.*

#### **Administrative response:**

The Department is currently offering several courses using alternate delivery methods. For example:

- CIV235 Civil Engineering Graphics provides lectures online, leaving valuable class time for demonstrations, one-on-one interaction, and computer lab time
- CME 358 Civil and Mineral Practicals (CAMP) is an immersive 2-week field camp in which students learn about the natural environment in a hands-on and comprehensive manner
- MIN225 Introduction to the Resource Industries includes a 3-day site visit to an operating mine that gives mineral engineering students an intimate understanding of the challenges experienced in those operations
- Mineral engineering students attend various geology field camps (GLG340, GLG445, MIN400) for additional out-of-classroom experience



- CIV201 Introduction to Civil Engineering takes civil engineering students on a 3-day exploration of the significant challenges and projects in the field of civil engineering
- MIN466, MIN467, CIV498, and CIV513 are project-based design courses where students apply their skills to develop innovative and professional solutions to their design challenges. These courses have very few lectures and are founded on self-learning.

With respect to class sizes, the Faculty's Academic Plan (2011 to 2016) outlines our goal to reduce the undergraduate-to-faculty ratio. Reducing undergraduate enrolment, however, means that we cannot also reduce graduate enrolment without severe budgetary implications. Therefore, we are looking to other ways in which to improve graduate learning.

One opportunity is to offer a greater selection of courses. Two efforts to provide additional courses are currently underway.

- A proposal to establish a new Master of Engineering in Cities Engineering and Management (MEngCEM) is currently going through governance. Through this program, six new courses will be available to students.
- A new specialized graduate stream in advanced water technologies and process design will result in 4 new courses.

#### Short-term Action

The Department's curriculum committees will be tasked with investigating additional innovative teaching opportunities to improve both undergraduate and graduate student learning. To initiate this task, the committee will seek input from the Department's representative on the Faculty's Teaching Methods and Resources committee, the Vice-Deans for Undergraduate and Graduate Studies, and the University's Centre for Teaching Support & Innovation.

#### Long-term action

The Department will continue to introduce new graduate courses.

### **3. Interdisciplinarity**

*The reviewers noted several ways in which department faculty and undergraduate and graduate students could be encouraged to think and work across sub-disciplines to facilitate students' understanding of the discipline overall and foster larger research initiatives.*

#### **Administrative response:**

We agree that interdisciplinary collaboration is necessary to solve many of today's problems. This is evidenced by 8 cross-appointed faculty and 5 active international agreements between the Department and Universities / Institutes in China, Israel, Italy, and UAE. That said, we agree that a greater effort to extend research boundaries to other disciplines would be very beneficial.

**Short-term action**

As a result of this suggestion from the Reviewers, the Department has initiated an annual speaker series whereby researchers from other disciplines will be invited to provide information and inspiration. The first one is planned for October 2012 as a day of lectures and workshops focused on biomimicry. A task force will be formed to explore additional ways to achieve greater interdisciplinary activity.

**4. Recruitment**

*While reviewers commented on the strength of the faculty overall, they encouraged the development of guidelines to support the mentoring of junior faculty. They further suggested that, to ensure intellectual diversity, the Department be attentive to hiring graduates from a broad range of institutions.*

**Administrative response:**

The mentorship program in the Department has traditionally been informal and the mentor/mentee relationships tend to diminish as new faculty become more knowledgeable about the University's procedures and regulations. We thank the reviewers for pointing out that a more structured mentorship program could provide a valuable resource to junior faculty.

We agree that the practice of hiring our own PhD graduates is not in our best long-term interests and we have been especially diligent in avoiding this in our most recent hires. As evidence, the Department hired 18 faculty members in the past 10 years, and only 3 of whom were graduates of the PhD program. These three individuals had unique circumstances that were considered at the time of hire. They all had several years of experience in industry and/or at other academic institutions before they were hired, and they have all performed extraordinarily well. The most recent hire has already published 9 papers this year in top-tier journals, the second holds a NSERC Associate Industrial Research Chair, and the third received the third highest merit score in the department last year.

**Short-term action**

A Guideline for Mentoring Junior Faculty was developed by the Department in response to the reviewers' suggestion. The Guideline will formalize the responsibilities of a mentor and establish regular tracking of the mentorship process. In addition, a senior faculty member in the Department has agreed to be the primary mentor to all pre-tenure faculty.

**5. Structure**

*The reviewers note that there are concerns regarding the fit of the Lassonde Mineral Engineering (LME) program in the Department of Civil Engineering.*

**Administrative response:**

The LME program was brought under the administrative umbrella of the Department in 2005. Since then, the enrolment in mineral engineering has stabilized and grown. Nine courses are now offered to combined classes of civil and mineral engineering students (identified by the post code CME). Finally, there are three additional faculty members and a Research Engineer in the Department's geomechanics section from which the LME program can draw resources and support. There are, however, lingering integration issues.

Even with the growth in total program enrolment (including Years 1 to 4) from 63 in 2006 to 99 in 2011, the program is still small, especially when compared to civil engineering enrolment of 476. This difference may overwhelm the mineral engineering students at Department-wide events. Further, the separation of students and faculty of the two programs in two distinct buildings may add to the disjointedness.

**Short-term action**

The Chair will strike a task force to identify the source of the remaining integration issues and, where possible, recommend solutions.

**Long-term action**

The Chair is dedicated to improving communication with the mineral engineering students and between the civil and mineral engineering students. Town Halls with the students will be organized each term to facilitate better communication and community.

Thank you very much for the opportunity to provide a response to the report of the external review team. We look forward to the continued development of the future directions of the Department of Civil Engineering.

Sincerely



Cristina Amon

## REVIEW SUMMARY

<b>Division/Unit under review:</b>	Department of Anthropology, Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Program(s) under review:</b>	Anthropology (General), BA: Major, Minor Anthropology (Biological), BSc: Major Anthropology (Society, Culture, and Language), BA: Specialist, Major Archaeology, BA: Specialist, Major, Minor Anthropology, MA, MSc, PhD
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Ann Stahl, Professor and Chair, Department of Anthropology, University of Victoria</li> <li>2. Dr. Susan Gal, Mae &amp; Sidney G. Metzl Distinguished Service Professor, Department of Anthropology, University of Chicago</li> <li>3. Dr. Robert Hoppa, Associate Dean, Research, Canada Research Chair in Skeletal Biology and Professor, Department of Anthropology, University of Manitoba</li> </ol>
<b>Date of review visit:</b>	January 12-13, 2012

<b>Previous Review Date:</b>	January 11-12, 2006
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>Overall</b> The reviewers noted that the department members “can and should be proud of their accomplishments and international standing.” They commended out-going chair for his “decade of able leadership.”</p> <p><b>1. Faculty</b> The reviewers cited the department’s recent hires as “stellar,” but suggested (as a minor recommendation) that some fine-tuning of mentoring might take place, especially as regards the tenure process. An expansion of technology resources available to faculty, staff, and students might be coordinated with the move to new quarters.</p> <p><b>2. Undergraduate education</b> High enrolments and class size have made it important to improve communication with students who are challenged by limited access to faculty, and a curriculum review is important to maintain internal coherence, and to match departmental resources and goals. Both the undergraduate handbook and the website need updating and reformatting.</p> <p><b>3. Graduate education</b> The reviewers noted four areas of primary concern: lack of intellectual exchange across and within subfields, the stress of completing degrees in established time limits, the cost of commuting in a tricampus environment, and varying degrees of commitment to integration between subdisciplines. These concerns led to the following recommendations: the colloquium series should be redesigned with fewer talks, and with a modest budget for receptions. The timetable could be made more flexible to allow better participation from UTM and UTSC. The time-to-degree question might be resolved by rethinking the MA/MSc programs towards a more streamlined 5-year PhD program with an MA</p>

	<p>component completed at the end of three semesters upon completion of an MA paper.</p> <p>Reviewers made the following recommendations:</p> <ul style="list-style-type: none"> <li>• Students engaged in field work should be charged a minimal Maintenance of Status fee.</li> <li>• The Core Course needs to be rethought, perhaps moving away from a single comprehensive course across the fields.</li> <li>• The department might consider moving to a more student-centric model for plans of study, in which a student might focus on a traditional subfield, study across more than one subfield, or explore transdisciplinary study.</li> <li>• The reviewers approve the Chair's approach to the use of departmental funds to support graduate students.</li> <li>• Opportunities should be developed for students to present their research orally, and faculty attendance encouraged. A "back from the field" seminar would be particularly useful.</li> </ul> <p><b>4. Administration and Facilities</b></p> <p>Members of the department have successfully established working collaborations with other university units. The reviewers met with the "dedicated and efficient" administrative staff members who noted a need for greater technological support to use the web and computer resources more effectively in the department.</p>
<b>Recent OCGS Review(s) Date:</b>	2008-09 Good Quality

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference

Self-Study with QA data and including as appendices: Previous external review report (2005) and administrative response; undergraduate calendar entries; A&S undergraduate degree objectives; undergraduate anthropology curriculum renewal proposals; UofT graduate degree level expectations; graduate program calendar entries; suggested guidelines for PhD proposals; CGPSS survey 2010; CVs of core faculty; A&S academic services report; Library report; A&S space assessment report; Anthropology collaborative programs; Department academic plan and A&S response.

### CONSULTATION PROCESS:

The reviewers met with the Faculty of Arts & Science Dean, Associate Dean, Interdisciplinary & International Affairs, Vice-Dean Research and Graduate Programs, and the Assistant Dean; the Department Chair, undergraduate and graduate program coordinators, Graduate Policy Committee, faculty members including UTM/UTSC graduate faculty, administrative staff, graduate and undergraduate students, and faculty from cognate units.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The Anthropology Department of the Faculty of Arts & Science is first-tier in Canada and in North America more generally and in the wider world of Anglophone anthropology. It is recognized as an excellent center of scholarship.

### 1. Undergraduate Program (Anthropology, BA: Major, Minor; Biological Anthropology, BSc: Major; Society, Culture, and Language, BA: Specialist, Major; Archaeology, BA: Specialist, Major, Minor)

The reviewers observed the following strengths:

- Overall quality
  - Students receive “sound and well conceptualized training in the discipline that prepares them for a variety of career trajectories”
- Objectives
  - Learning outcomes / Degree level expectations
    - Program structure and curriculum sound and appropriate to learning outcomes and degree expectations
- Admissions
  - Appropriate in relation to the program’s goals
- Curriculum
  - Recent successful program revisions include:
    - Exposing majors to disciplinary breadth early on
    - Clarifying through pathways how different major/minor options relate to specific career goals
    - Engaging all students (majors, minors) in inquiry-based learning
    - Aligning curriculum with faculty expertise
    - Addressing institutional goals identified in final report of Arts & Science Curriculum Review and Renewal Committee
- Experiential learning
  - “Impressive” efforts to provide international learning opportunities for students
  - “Considerable” use of Experiential Study Projects (399 courses) for upper division students and “innovative” extension of program to introductory students
  - Many opportunities for archaeology students to participate in international field work through faculty research projects
  - Local summer course in field archaeology ensures access for students unable to travel
- Mode of delivery
  - Large lecture format multi-subdisciplinary introductory course ensure majors are exposed to disciplinary breadth and provides non-majors exposure to anthropology’s breadth/perspectives
  - Senior faculty participate in delivery of lower division courses
  - Upper division students benefit from seminar sized classes
- Assessment of student learning
  - Methods are appropriate
  - Praised attempt to expand forms of interaction and assessment in large introductory lecture by adding tutorials and writing assignments using teaching assistants
- Time to completion:
  - Streamlined curricular options better ensure students’ timely completion
- Graduates
  - Graduates are successful in finding graduate school placement and employment

**The reviewers identified the following areas of concern:**

- Curriculum
  - “Perception” that more scientifically-oriented majors do not engage critically with issues around knowledge production and ethics
- Mode of delivery
  - Percentage of courses taught by full-time faculty

**The reviewers made the following recommendations:**

- Curriculum
  - Ensure all major/minor pathways engage students critically with issues around knowledge production and ethics
- Mode of delivery
  - Ensure that tenure-stream faculty remain well represented in the undergraduate curriculum
  - Ensure that all teaching staff are well qualified, well supported, and deliver courses that meet departmental standards and goals

**2. Graduate Program (Anthropology, MA, MSc, PhD)**

**The reviewers observed the following strengths:**

- Overall quality
  - Department excels in graduate education; largest and most comprehensive program in Canada

- Program produces “appropriate levels” of well-trained anthropology students
- Objectives
  - Program consistent with faculty expertise and broader departmental goals
- Admissions
  - “Entirely” appropriate to the learning outcomes
  - “Considerable” matching of applicants to potential faculty advisors
- Curriculum
  - ANT 1000 facilitates connections and commonality between incoming cohorts of Masters students
- Research experience
  - Students highly successful at attracting competitive external funding
  - Students (especially doctoral) participate actively in presentation and publication of research nationally and internationally
- Mode of delivery
  - Students benefit from laboratories, seminars and courses
- Supervision
  - In general, relationships between faculty and graduate students are excellent
  - “Innovative trend” of co-advising graduate students by two faculty members allowing more junior faculty to become involved in supervision
- Access to faculty
  - Department has recognized perceived lack of adequate time for student-faculty interactions, especially regarding expectation in class and with respect to program stages, and is responding (e.g. developing a best practices guidebook)
- Time to completion
  - Completion rates are very good for the discipline
- Student engagement (interest / satisfaction)
  - Students are “active, enthusiastic participants in the life of the department”
  - Students value intellectual engagement and research opportunities program provides
- Student funding
  - Department provides pilot research funds to doctoral students (likely contributes to the very good completion rates)
- Graduates
  - Evidence of students with successful studies and careers within academia, across Canada and abroad

**The reviewers identified the following areas of concern:**

- Assessment of student learning
  - Master’s research requirement represents a struggle to balance desire to provide students with research opportunities with limitations of the department’s 1 year funding model; peers generally use comprehensive, non-thesis route for completion
- Student engagement
  - Students “strongly expressed” desire for stronger links within cohorts (e.g. course or other mechanism for cohort formation)
- Student funding:
  - Lack of flexibility of student funding model “work[s] against the best interests of the department and the University,” for instance students continue to pay full tuition during field work and write-up period; limited admission of international students impacts faculty research

**The reviewers made the following recommendations:**

- Supervision
  - Review current practices around expectations for student progress through the program; provide increased clarity and communication regarding student expectations
- Student engagement
  - Provide PhD students with course that fosters connections and commonality amongst incoming students across different curriculum and research interests
  - Consider making weekly colloquium series more integrative to ensure students from all fields benefit from strong cohort ties
- Student funding

- Reviewers “urge” the pursuit of a more flexible funding model, including allowing students to defer internal funding if they receive external fellowships, and ways of increasing the number of international graduate students

### 3. Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - Faculty are “leading and emerging members of their respective subdisciplines”
  - Faculty are “dynamic, bright, eager & productive”
- Research
  - “Impressive in quantity, quality and breadth” at both senior and junior faculty levels
  - Direct and indirect social impacts locally and nationally
- Faculty complement
  - Good balance between tenure-stream faculty by rank
- Research funding
  - “Incredible growth” of funding over the past decade
- Hires / Recruitment
  - Recent hires have noticeably extended and expanded Department’s intellectual reputation
  - Junior faculty satisfied with mentoring system put into place since last review; feel welcomed, well-supported and appreciated; have clear understanding of expectations and procedures for promotion and tenure
- Status
  - Faculty serve in visible capacities in national and international professional associations, commensurate with U of T’s status
  - Many senior faculty are high-profile researchers recognized throughout North America and Europe, frequently drawn upon to evaluate colleagues at other institutions, active on editorial boards, and as recipients of prestigious lectureships elsewhere

#### The reviewers identified the following areas of concern:

- Faculty complement
  - High faculty participation in administration and service has implications for tenure-stream faculty delivery of curriculum

#### The reviewers made the following recommendations:

- Faculty complement
  - Reviewers identified several areas that could benefit from complement expansion but noted that the following are required before recruitment proceeds:
    - balance between individual campus needs and needs of tri-campus graduate program
    - coherent and shared vision
    - assessment of how future hires relate to existing expertise
    - consideration of how priority areas may be thematically combined

### 4. Administration

#### The reviewers observed the following strengths:

- Leadership
  - Chair has led with “considerable vision”; reforms have enhanced department’s sense of community
- Governance
  - Committee system appears to do a good job of ensuring that the various constituencies (subdisciplines, campuses) are represented
  - Given the size and complexity of the unit, the department does a remarkably good job of collegially governing itself
- Staff
  - From an external perspective office staffing levels are enviable
  - Well-coordinated staff do a fine job of meeting the needs of faculty and students
  - Staff are cooperative, collegial, work well together and feel valued by faculty
- Morale
  - High faculty and staff morale



- Collegial process of renewal
- Resources
  - “Amount and quality of space enjoyed by the department is not matched by many, if any, departments across North America”; new space:
    - enhances the department’s sense of community
    - supports the research mission
    - provides ample office space for faculty and graduate students
    - laboratories meet faculty research needs
- Collaboration / Relationships
  - “Works-in-progress” seminar sequence creates sense of intellectual excitement for group and clear sense of scholarly focus being developed through joint discussion
  - Impressive coordination and cooperation among three campuses in training graduate students, given geographical distance and separate undergraduate programs and administrations
  - Numerous connections with cognate departments and particularly with interdisciplinary units
  - Archaeology Centre fosters dialogue and engagement among impressive number of practicing archaeologists from across U of T
  - Praiseworthy effort to build relationships with Ontario’s Aboriginal peoples through initiative to repatriate Aboriginal human remains curated by department

**The reviewers identified the following areas of concern:**

- Staff
  - Strains on office staff stem from:
    - work related to graduate studies
    - broader administrative inefficiencies built into U of T systems (e.g. manual input of graduate student grades)
  - Staff noted challenges in accessing data from university’s centralized data systems, resulting in duplications of effort around data entry and management
- Resources
  - Tri-Campus: lack of video conferencing to link campuses; lack of shuttle service between St George and Scarborough campus; perception of inequities in handling of graduate expansion funds
- Collaboration / Relationships
  - Need better communication between three campuses

**The reviewers made the following recommendations:**

- Resources
  - Tri-Campus: Provide video conferencing to link the campuses and shuttle service between St George and Scarborough
- Collaboration / Relationships
  - More Tri-Campus cooperation is needed to develop single plan for graduate program that balances undergraduate needs at each campus with demands for balance in faculty hiring
  - To create a “truly great” department, continue to work on developing intellectual potential of the group as a whole and fostering conversations within subfields, followed by engagement across sub-fields
  - Building on existing resource guide, Department should consider ways to better integrate those who teach on a course by course basis into the department
  - Department should remain in dialogue with colleagues regarding joint graduate programming with the History Department because of their potential as sites of innovative learning for students and faculty
- Advancement
  - Explore external fund-raising possibilities

**ADMINISTRATIVE RESPONSE – Appended**



4 October 2012

Professor Cheryl Regehr  
Vice-Provost Academic Programs  
Simcoe Hall, Room 225  
University of Toronto

**Re: Review of the Department of Anthropology and its undergraduate and graduate programs**

Dear Cheryl,

Along with the faculty, staff and students of the Department of Anthropology, I am very pleased with the reviewers' positive assessment of the Department and our programs: Anthropology, BA (Major and Minor); Biological Anthropology, BSc (Major); Social/Cultural Anthropology, BA (Specialist and Major); and Archaeology, BA (Specialist, Major and Minor); Anthropology (MA, MSc, PhD). The external review report was overwhelmingly positive, describing the department as "home to a dynamic, bright, eager & productive faculty," and "recognized as an excellent center of scholarship within the international, North American landscape... The combined experience of the three committee members suggests that the Anthropology Department of the University of Toronto is first-tier not only in Canada but has a similar status in North America more generally and in the wider world of Anglophone anthropology." The reviewers also recognized that our graduate students are extremely successful at acquiring external funding, participate actively in the publication and presentation of research, and have excellent completion rates, while undergraduates "are obtaining sound and well conceptualized training in the discipline that prepares them for a variety of career trajectories." They describe the research faculty as "impressive in quantity, quality and breadth" and as "leading and emerging members of their respective subdisciplines."

As per your letter of 26 July 2012, I am writing to address the areas of the review report that you identify as key. The Department has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***UNDERGRADUATE***

• ***Curriculum*** : *The reviewers recommended that BSc students have the same exposure to issues around knowledge production and ethics as students from other program options.*

This recommendation has been implemented. A Major program modification in Anthropology (Biological) was approved early in 2012 that addressed the matter of ethics and knowledge production. To quote the section from the proposal:

A central focus of our teaching in biological anthropology is to bring students to an understanding of our place in the world, our responsibilities with regard to the

diversity of life, and to a fundamental understanding of the nature and significance of human diversity. Examples include discussion of issues around human skeletal remains (ANT334H) and zoos (ANT333Y). Students are aware of major ethics position statements by leading organizations in biological anthropology, on a diverse range of issues from access to fossils to the biological and social realities of the race concept. Students also learn about ethical protocols in research that involves living humans and non-human primates, and become sensitized to issues that arise when mainly foreign researchers go into local areas to collect primary data. A central conclusion in biological anthropology of the inherent equality of all peoples of the world is reinforced in nearly every biological anthropology course. At the same time, the wide range of biological and social responses and/or chance outcomes that define human diversity are explored and explained in a rational scientific context informed by evolutionary theory.

Although the reviewers' concern with ethics and knowledge production is not concentrated in a single course, the Curriculum committee that proposed the revisions found that the existing faculty strengths were insufficient to support such a specific single-course requirement, and opted for a more distributed solution to ensure that students receive a background in this important aspect of their training. This distributed approach is the same in our Specialist and Major programs in Society, Culture and Language, which similarly do not have a dedicated course on ethics and knowledge production. The BSc students now have the same exposure to these issues as the vast majority of the students in the BA programs.

The Anthropology Curriculum Committee will continue to monitor whether the recently revised program provides sufficient exposure to knowledge production and ethics study.

• **Teaching:** *The reviewers remarked positively on the participation of tenure-stream faculty in large introductory classes but recommended that the Department ensure that a significant portion of all undergraduate courses are taught by tenure-stream faculty.*

Tenure-stream faculty do teach a significant proportion of undergraduate courses in Anthropology, despite the significant draw on the department's faculty resources for administrative and professional roles both inside and outside the department (administrative releases ranging from 5.0 to 8.0 FCE per year), a factor that the external reviewers recognized. It is noteworthy that Anthropology's faculty members are in high demand for these roles and that this should be viewed as a good sign of the department's standing in the discipline and the university.

In addition, with regard to undergraduate teaching capacity, the reviewers estimated that our full strength ("on the order of 36 undergraduate courses annually") is based on an assumption that each full-time faculty member in the department normally teaches 1.5 FCE at the undergraduate and 0.5 FCE at the graduate level. Taking into consideration faculty with partial appointments or reduced teaching loads (prestigious fellowships, administrative positions, etc.), our capacity is actually on the order of 33 FCE at full strength (or about 28 FCE at an average level of sabbaticals).

In addition, it is critical to distinguish between courses taught by sessional lecturers or course instructors who are short-term replacements for tenure-stream faculty in the department, courses offered by full-time colleagues in the Royal Ontario Museum (on "ROM points") or Museum Studies, and courses that we have specifically mounted to

provide teaching opportunities for senior doctoral students and postdoctoral fellows. Where possible, the department takes advantage of the expertise of colleagues in other units, such as the ROM, to provide as much continuity and predictability for students as courses taught by tenure-stream faculty in the department. The colleagues who offer these courses are full-time members of the university community who are cross-appointed to the department, and their courses should not be viewed in the same category as replacement courses. We view courses taught by senior doctoral students and post-doctoral students similarly due to our selective process for choosing these instructors. Every year the department holds a syllabus competition for 2-6 courses to be taught by advanced doctoral or post-doctoral students. This is a very important and successful program for the professional development of the department's advanced students and postdoctoral fellows, and also provides undergraduate students exposure to the latest research of these young scholars.

When these exceptional cases are taken out of the picture, and even with the heavy draw on the department for administrative roles, on average 67% of Anthropology undergraduate FCEs are taught by tenure-stream faculty, 14% are sabbatical replacements, and 19% are replacement for administrative course reductions, or other kinds of leaves.

### **GRADUATE**

• **Student engagement:** *The reviewers identified the Master's level ANT 1000 course as fostering stronger links within cohorts and suggested a similar course be provided to doctoral students. They also suggested making the weekly colloquium series more integrative.*

A great deal of thought went into the design and delivery of the ANT 1000 course at a time when a previous review highlighted the need to provide more integration of anthropology's subdisciplines in delivery of our graduate programs.

As the reviewers recognized, creating a similar cohort-building course for PhD students would have some challenges, "with some students moving from the Masters to PhD program within the department." In previous discussions that led to the current forms of the Masters and PhD programs, it seemed inadvisable to insert yet another required course into an already busy PhD program at a time when the department was trying to follow a model of a realistic 4- or 5-year completion time. The department considers that it has succeeded quite well at bringing completion times down considerably, although on average it still takes longer than four years. However, adding a required cohort-building course would either increase completion times or make it necessary to eliminate some other program requirement, which arguably would reduce the ability of the programs to train strong anthropologists. However, the department's Graduate Program Committee will study this issue in the coming year.

The department considers that, in lieu of a course parallel to ANT 1000, the colloquium could provide a medium to help integrate PhD students. This has begun to be discussed and the department is exploring ways to make the colloquium more attractive to both faculty and students with the ultimate goal of creating a culture of strong colloquium attendance. This will be a challenge given the busy schedules of faculty and students, but one that the department's Colloquium Committee will address in the 2012-13 academic year.

• **Curriculum:** *The reviewers identified that a major research paper is required for both the one year and two year Master's programs and suggest that this may not be an ideal model.*

This matter will be examined by Anthropology's Tri-Campus Graduate Board for possible action in the 2012-13 academic year. However, the department highlights two important points. The first is that the MA and MSc are two separate degrees that differ in their length and purpose. The second is that the major research paper for the MA program is completed as part of a course in the program. It is the essay that results from the only self-directed and intensive research that the student conducts as part of the MA program. Much of the MA emphasizes breadth in anthropology and the MRP course is the place for the student to develop a certain amount of depth in a particular specialization. If, as the reviewers suggest, we were to eliminate this requirement, that would possibly lead to an MA with little opportunity for students to engage in intensive research.

• ***Student funding:*** *While recognizing the value of the University's graduate student funding commitment, the reviewers expressed concern about the impact of the funding model on students, faculty and international student enrolment.*

Funding of graduate students is based on a University-wide policy. Department administrators, staff, and graduate faculty make a strong effort to ensure that all students in the funded cohort and as many of those as possible beyond this cohort have adequate funding. The department also arranges for students to have funding for a year abroad for fieldwork, when this is necessary. The department believes this has worked fairly well.

To a large degree, the reviewers appear to have been referring specifically to the funding model's impact on the department's ability to admit international students. We entirely agree that this is a major challenge, for the department and for the Faculty. Due to the funding commitment to graduate students and the lack of provincial funding for international students, FAS does set a limit on the number of visa or international students in a unit's funded cohort. However, if a unit can find external fellowships or departmental funds to cover the cost of the international minimum funding package, they are free to take on additional international students. Several internal and external fellowships such as the Connaught, Trillium, Avie Bennett and Ontario Graduate Scholarship are the most common awards for international students and could potentially free up funded spots to allow a unit to take on additional international students. The Vice-Dean Graduate Education and Program Reviews will work with Anthropology to determine what options are available. Funding for international graduate student scholarships is a top priority for the Dean's Office as indicated by its position in our current fundraising campaign.

The reviewers also assume that the four-year funding model "does not allow for the months away from campus that are required for any field-based science such as anthropology". In fact, the Anthropology department has long recognized this matter and has addressed it already, by ensuring, to the greatest extent possible, that students who require a year abroad for fieldwork can defer the TA portion of their funding for that year and have it replaced with a fellowship component. How the funding model fits with programs requiring fieldwork is not unique to Anthropology. On a Faculty-wide level, the Vice-Dean Graduate Education and Program Reviews will bring forward best practices related to the funding field-based science graduate students to the Faculty's Graduate Advisory Committee for discussion.

### ***TRI-CAMPUS***

*The reviewers praised existing Tri-Campus cooperation, but made suggestions for enhanced*

*communication and collaboration.*

Tri-campus matters have posed some challenges for the department. The reviewers called for a shuttle service between St George campus and UTSC but there are legal/jurisdictional barriers beyond the University's control that do not allow for this model. They also suggested use of video-conferencing to make it easier for members of different campuses to participate in meetings. This is a provision that the department will explore in 2012-13. Both UTSC and UTM have facilities that permit video connections between the three campuses to allow people to serve on committees and not have to leave their home campus.

The reviewers pointed to perceived inequities in the way graduate expansion funds (GEF) are used. Each year, FAS units receive their share of graduate expansion funds from the Dean's Office based on the growth of their BIU eligible graduate enrolments. These funds are typically used to fund TAs, RAs or other graduate student activities. As part of the tri-campus arrangement, a portion of the GEF is split amongst the three campuses based on graduate supervisory capacity. As a best practice, FAS encourages tri-campus consultation within graduate programs concerning the use of these funds for supporting graduate students. With the recent departmentalization of UTSC and creation of their own Anthropology department, it should now be easier to engage in these consultations.

In addition to the matters that you had highlighted as key for our response, the review report also notes two further matters we would like to address:

***Faculty Renewal:***

- *The reviewers advised a new hire in Medical Anthropology and identified a "notable lacuna" in Aboriginal/First Nations issues. They recommended hiring a medical anthropologist with expertise in Aboriginal health.*

The Faculty of Arts & Science Appointments Committee meets annually to review requests for academic appointments and advise the Dean on searches to be undertaken in our academic units. The department's request for a hire in Medical Anthropology was approved for the 2012-13 academic year and the department has begun the search process.

- *The reviewers were impressed by our ability to enhance our complement in Social, Cultural and Linguistic Anthropology in recent years, but noted that Archaeology and Bio-Evolutionary Anthropology require attention in order to balance the subfields and support the teaching programmes in these areas.*

The department will have discussions in the coming year regarding their academic priorities in these areas and to request additional positions as appropriate. Biological Anthropology has not witnessed any of the complement growth seen in the other subdisciplines and, while Archaeology had one new position a few years ago, it still feels a severe lack in the area of local Greater Toronto Area archaeology and especially archaeology of the era preceding European contact.

To conclude, the review report provides a thoughtful analysis of the Department and our undergraduate and graduate programs in anthropology. We appreciate that the external

reviewers identified the Department's strengths and noted a few areas for development. The Department has already implemented and/or has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



Meric S. Gertler, FRSC  
Dean and Professor of Geography & Planning  
Goldring Chair in Canadian Studies

cc. Edward Banning, Chair and Graduate Chair, Department of Anthropology  
Bernard Katz, Acting Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC

## REVIEW SUMMARY

<b>Division/Unit under review:</b>	Department of Near & Middle Eastern Civilizations, Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Program(s) under review:</b>	Near & Middle Eastern Civilizations, BA: Specialist, Major, Minor Near & Middle Eastern Civilizations, MA and PhD
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Prof. Elizabeth Carter, Musa Sabi Term Chair of Iranian Studies, University of California, Los Angeles</li> <li>2. Prof. Fred M. Donner, Department of Near Eastern History and Director, Center for Middle Eastern Studies, University of Chicago</li> <li>3. Prof. Piotr Michalowski, George G. Cameron Professor of Ancient Near Eastern Civilizations, University of Michigan</li> </ol>
<b>Date of review visit:</b>	February 16-17, 2012

<b>Previous Review Date:</b>	2004-05
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>1. Programs (Undergraduate and Graduate)</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Overall <ul style="list-style-type: none"> <li>○ The department is “now poised to reclaim its position among the few universities in North America that offer a full range of Near and Middle Eastern subjects.”</li> </ul> </li> <li>• Curriculum and program delivery <ul style="list-style-type: none"> <li>○ Satisfactory training in ancient languages</li> </ul> </li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Curriculum and program delivery <ul style="list-style-type: none"> <li>○ Modern languages need improvement (especially Persian, Turkish, modern Hebrew and Urdu)</li> </ul> </li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Curriculum and program delivery <ul style="list-style-type: none"> <li>○ Department should remain language-based and language-oriented since language is key to all disciplines covered by the department</li> <li>○ Reestablish further structure in undergraduate programs</li> <li>○ Provide separate instruction for undergraduate/graduate “content” courses</li> <li>○ Arabic offerings should be expanded</li> </ul> </li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Faculty <ul style="list-style-type: none"> <li>○ Consider hiring a professional instructor in Persian</li> <li>○ Consider an expansion of Arabic instruction by at least half a position</li> </ul> </li> </ul>



	<p><b>3. Administration</b></p> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Organizational and financial structure <ul style="list-style-type: none"> <li>○ Bancroft Hall needs a long-term plan for renovation</li> <li>○ As the department expands, additional space will be necessary</li> </ul> </li> </ul>
<b>Recent OCGS Review(s) Date:</b>	2008, Good Quality with Report

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<b>CURRENT REVIEW</b>	February 16-17, 2012
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Self-Study
<b>CONSULTATION</b>	The reviewers met with the Dean and Associate Dean Interdisciplinary and International Affairs; faculty; administrative staff; undergraduate and graduate students; and chairs and directors of cognate academic units.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

### 1. Overarching Commentary on Programs

#### The reviewers observed the following strengths:

- Overall quality
  - NMC is “the only comprehensive program in Near and Middle Eastern Civilizations in...Canada”; its position is “crucial and unique”
- Objectives
  - “Sensible” focus on core languages and culture
  - “Impressive” balance between undergraduate and graduate programs
  - “True engagement with teaching” in undergraduate and graduate programs
- Curriculum and program delivery
  - Many excellent courses
  - NMC “clearly serves much wider U of T audience than merely NMC students”
  - Valuable international opportunities for undergraduate and graduate students to participate in archaeological excavations in Jordan, Turkey, Syria (currently suspended)
  - Local opportunities for hands-on training for future archaeologists (undergraduate and graduate): volunteering and supervised research at the ROM and in NMC collection in archaeology lab, which provides hands-on training “very different from the usual classroom”
- Quality indicators
  - High quality students

**The reviewers identified the following concerns:**

- Curriculum and program delivery
  - Undergraduate students feel combined undergraduate/graduate content courses “are sometimes not taught on their level”
  - Graduate students feel they need more content courses
  - Faculty and student complain about joint undergraduate/graduate discussion sections
  - Demand for NMC language and other courses exceeds NMC staff capacity (especially in Arabic)
  - Advanced Persian only taught at UTM, creates obstacle for students on St. George campus
  - UTM students require special approval before St. George language instruction can count towards their degrees
- Faculty resources
  - Faculty “stretched thin” (many teach an overload, unable to offer graduate seminars in their specialty) because of need to offer gateway and seminar courses as well as content courses for advanced undergraduates and graduate students
  - Limited faculty resources to support the following areas: Coptic language training; classical Islam, Biblical Hebrew and Hebrew Bible; cuneiform and ancient Mesopotamian studies
  - Limited availability of student lecturers competent to teach Turkish
  - Lecturer in modern Hebrew is located in the Department for the Study of Religion

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Program needs more courses offered regularly by tenure-stream faculty
  - “Divide some courses into separate undergraduate and graduate offerings” (acknowledging that “this would result in a greater number of courses with smaller average enrolment per course”)
  - Separate discussion sections for undergraduate and graduate students would enhance everyone’s educational experience
  - Expanding offerings in Arabic and Turkish language is essential for further growth in the undergraduate and graduate programs
  - Web-based Persian language instruction should be made available to St. George students (currently piloted at UTM)
  - Streamline approval process for UTM students to be able to count St. George language instruction towards their degrees
- Faculty resources
  - More faculty are needed if further undergraduate expansion is desired and for program to fulfill its potential in training its own students and others at U of T: consider additional hires of permanent, full-time Arabic Lecturer; tenure-stream hire in history of ancient Near East and Sumerian language and culture; minimum half-time Persian lecturer at St. George; minimum half-time dedicated lecturer in Turkish language; specialist in pre-modern Islamic/Middle Eastern history and core intellectual traditions of Islamic civilization; specialist in Hebrew Bible/1<sup>st</sup> Temple Judaism; lecturer in modern Hebrew

**2. Undergraduate Program (Near & Middle Eastern Civilizations, BA: Specialist, Major, Minor)****The reviewers observed the following strengths:**

- Overall quality
  - Program is “among the best in North America”
- Objectives
  - Meets degree objectives “as well as any department in North America”
  - “Rigorous” specialist program prepares students for graduate school
  - Major program allows students to design program to match their goals
  - Students recognize importance of studying language beyond first year (Language Citation rewards this)

- Successfully attracts and serves undergraduates interested in a wide variety of fields (enrolments “much higher” than at reviewers’ institutions)
- Curriculum and program delivery
  - “Revitalized” curriculum
  - “Laudable and indispensable” high enrolment gateway courses create a cohort of students early on and successfully feed into advanced courses
  - Combination of gateway, upper-level and seminar courses provide a “broad, current and thorough introduction to research in the field”
  - Very strong demand for courses
- Quality indicators
  - “Robust” graduation rates in the Major; smaller in Specialist “as might be expected”
  - NMC “scores well, and almost always significantly better than the U of T average” on student satisfaction surveys of undergraduates and graduates
  - Students have “distinguished record” of university awards and prizes
  - “Outstanding” modern language teaching
- Students
  - Engaged, intelligent students
  - Active student association creates camaraderie and common purpose
- Support
  - “Concerned undergraduate advisor..., experienced office staff and a core of concerned faculty”
- Faculty resources
  - Good student access to faculty
- Physical resources
  - Students have their own space in the department

### 3. Graduate Program (Near & Middle Eastern Civilizations, MA, PhD)

#### The reviewers observed the following strengths:

- Overall quality
  - “Unquestionably the leading program” in Canada; competes effectively with first-tier programs in North America and Europe
  - Several lines of study are “unique” in Canada
  - “Rich” program considering limited size of the faculty
  - Strengths in Near Eastern archaeology, Egyptology, Arabic studies, Iranian history, Ottoman and Turkish studies
- Objectives
  - “Very successful” at meeting MA and PhD program objectives
- Admissions requirements
  - “Suitable” requirements; “realistic and judicious” acceptance policy
- Curriculum and program delivery
  - “Rigorous and well-planned”
  - Curriculum generally reflects state of the field: should produce “highly competent” and competitive graduates
  - Students can minor in graduate programs in Anthropology, Centre for Medieval Studies, History, Linguistics, Study of Religion
  - Several courses “unusual, original and even laudable” in focus/content
  - Language study abroad is important component of training
- Quality indicators
  - Program attracts large, steadily increasing number of applicants; offer rates “highly selective”; acceptance rates “well above” the U of T average
  - “Allowing for the inevitably long period of training required for learning numerous languages,” PhD students complete the program “reasonably expeditiously,” taking less time (7.18 years) to complete their degrees than their peers in other programs internationally (8 years)

- Students praise faculty dedication, expertise and availability; appreciate their educational experience
- “Very good” MA and PhD placements

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Schedule of NMC archaeology courses conflicts with needed Anthropology and Statistics courses
  - NMC students do not have access to History department’s historical methods course but may need it in the absence of a NMC specialist in medieval Islamic history and thought
- Assessment of learning
  - Student concern regarding uneven scope of comprehensive examinations
- Students
  - Student concern regarding “inequities” in time demanded by different TA assignments

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - NMC, Anthropology and Statistics should coordinate schedules to avoid conflicts of relevant courses
- Assessment of learning
  - Consider striking committee to review comprehensive examination unevenness
  - Foreign Research Language exams should be regularized
- Students
  - Address question of TA assignments

**4. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Most faculty engage in “vigorous scholarship that covers a wide range of subjects”
- Research
  - Publications in “reputable journals and book series”
  - Many invited to lecture internationally; “provide much intellectual visibility for U of T”
- Faculty
  - Many faculty have “stellar” reputations
  - “Exceptional hires” have replaced departing faculty

**The reviewers made the following recommendations:**

- Faculty
  - Hiring new junior faculty in the next five years will be critical to ensure continued excellence and instructional continuity as other faculty retire

**5. Administration**

**The reviewers observed the following strengths:**

- Relationships
  - High faculty, student and staff morale
  - “Rare” sense of common purpose and concern for the department’s future
  - “Impressive” ties to departments/programs at and beyond U of T
  - Participates in several graduate joint/collaborative programs

- “Excellent” and “vibrant” close relationship with ROM facilitates student and faculty access to collections and “valuable” hands-on experience
- ROM staff would welcome more frequent faculty visits
- Organizational and financial structure
  - No problem with internal financial allotments
- Planning / Vision
  - Active fundraising activities
  - Chair’s leadership is “dynamic and inventive”
- Department/unit/programs relative to the best in Canada/North America and internationally
  - One of the premier departments in the world
  - Department does an “exemplary job with few resources”

**The reviewers identified the following areas of concern:**

- Organizational and financial structure
  - Building is inappropriate for needs of NMC archaeological collection
  - Air ducts, water pipes, etc. are in disrepair and “threaten human health”
  - Lack of “decent” rooms prevent faculty and students from developing camaraderie and common purpose
  - Building has “virtually no effective wireless Internet access”
  - Only one classroom is wired for use of the digital media necessary for today’s cutting edge language classes

**The reviewers made the following recommendations:**

- Organizational and financial structure
  - Address infrastructure shortcomings without delay
  - Infrastructure improvements would enhance camaraderie and common purpose
- Planning / Vision
  - Returning modern Hebrew lecturer to NMC might support fundraising in Hebrew Bible

**ADMINISTRATIVE RESPONSE – Appended**



2 October 2012

Professor Cheryl Regehr  
Vice-Provost Academic Programs  
Simcoe Hall, Room 225  
University of Toronto

**Re: Review of the Department of Near and Middle Eastern Civilizations and its undergraduate and graduate programs**

Dear Cheryl,

Along with the faculty, staff and students of the Department of Near and Middle Eastern Civilizations, I am very pleased with the external reviewers' positive assessment of the Department and the undergraduate and graduate programs in Near and Middle Eastern Civilizations, BA, MA and PhD. The reviewers laud the high quality of both the undergraduate and graduate programs, emphasizing the rich depth and breadth of the curriculum, the wide range of educational and research opportunities available to students, and the valuable critical thinking and transferrable learning skills instilled as part of a well-structured liberal education program, all of which speak directly to the Department's core educational mission. The reviewers note that the quality of NMC's programs is further reflected in its highly selective student admission rates, which consistently exceed UofT averages, and its successful record of student placement. Their report acknowledges the high calibre of the Department's faculty, evidenced both in the stellar reputation and scope of their scholarship and in their dedication to teaching. They applaud the Department for its common sense of purpose and collegiality, despite the remarkable multidisciplinary range and diversity of its programs. Their report, which is effusive in its praise, describes the Department as "one of the premier units of its kind in the world today" and identifies areas for further development.

As per your letter of 26 July 2012, I am writing to address the areas of the review report that you identify as key. The Department has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***Curriculum***

• *The reviewers emphasize the extent to which the recent undergraduate curriculum renewal and development of gateway courses has attracted students to courses offered by the Department. At the same time they express concern about the capacity of existing faculty to meet the demands of all facets of the program.*

While praising the Department for the implementation of its new undergraduate gateway courses, and the strong student interest these courses have generated, the external reviewers question the Department's ability to absorb the additional teaching commitment involved, without securing additional teaching capacity. This matter touches on larger concerns about faculty complement planning. However, as it relates to the delivery of the gateway courses specifically, there is a very significant curricular benefit

of the courses to the Department's undergraduate program, and the Department is committed to deploying its best instructors to teach them. The gateway courses constitute a key part of a new program (introduced in 2010-2011) for NMC faculty, and understandably might require some adjustments as it becomes fully integrated into the Department's curriculum. The Department will be able to redeploy its teaching resources internally to accommodate this change. Moreover, every effort will be made to reassure faculty that offering these courses will not adversely affect existing faculty teaching workloads.

- *The reviewers expressed concerns about the lack of clarity and consistency around Comprehensive Examinations for graduate students.*

The external reviewers encountered expressions of concern from graduate students about a lack of clarity and consistency in the Department's administration of the Comprehensive Exams for its PhD programs. Specifically, they report that the exam requirements (e.g., number of exams, and number of exam days) seem to vary from one student to the next. NMC's doctoral program is comprised of two accredited fields of study, which quite legitimately have slightly varying Comprehensive Examination requirements, creating the possibility for confusion among students. These requirements are outlined in considerable detail in the Department's Graduate Handbook, which every registered student receives each year, and are also readily available online through the Department's website. The Department conducts an orientation session for graduate students at the start of each academic year, during which the Comprehensive Exams are described in detail, and each student is assigned an academic advisor, who works one-on-one with the student to develop their academic program, including their schedule of Exams. In order to ensure that the Exams are administered in a consistent and rigorous, and fair manner, each student's exam schedule is approved by the Department's Graduate Coordinator. The Coordinator is a senior faculty member and also chairs the students' oral exam component. Thus, while there are legitimate differences in the requirements of the two accredited fields of study, the administration of these programs is conducted in a manner that ensures they are applied consistently in each student's program of study.

### ***Program***

- *The reviewers praise the scope and rigour of the program. At the same time, however, they make extensive recommendations concerning new complement.*

The external reviewers discuss the Department's faculty complement, in particular, its capacity to sustain its diverse academic program and curriculum commitments. As articulated in the Self-Study, the Department's complement planning strategy is essentially two-fold: (1) a continuing commitment to staffing the language programs of its five core program areas, and (2) the creation of key interdisciplinary appointments that transcend the numerous and varied civilizations that have inhabited the Near and Middle East over space and time. The Department agrees with the need for many of the specific appointments identified by the reviewers, especially those in the fields of Modern Hebrew, Modern Arabic, Turkish, Ancient Near Eastern History, and Early Islamic History. In the Department's assessment, contrary to the view expressed in the report, achieving this strategy will not necessarily require significant additional faculty complement. The Department will have 6.33 faculty members, approximately one-third of its complement, may be eligible for retirement in the next five years. Although the timing of retirements is not predictable, NMC will coordinate and thoughtfully plan its

submissions for new position requests to the FAS Faculty Appointments Committee. The Department is actively working to establish endowed positions and is hopeful this strategy will lead to support for at least one faculty position. Together with the full support of the Arts & Science Advancement Office, these represent important opportunities for NMC to strengthen its core program areas while renewing its faculty.

***Quality indicators***

• *The reviewers noted the average time to completion for PhD candidates is 7.18 which they see as “quite good” but is much longer than the norm at University of Toronto.*

The Department’s current average time-to-degree for its PhD program is 7.18 years. As the external report notes, this average compares favorably to the Department’s academic peer group, which internationally averages around 8 years. The report also emphasizes the significant time commitment of the language training requirements. This is a critical factor in explaining the length of the time-to-degree average as language training constitutes a core requirement of the doctoral program. Nevertheless, the Department is committed to improving the time-to-completion of its PhD program. The introduction of the University’s funding commitment for doctoral students has helped considerably in this regard, and will continue to help further reduce the completion rate over time.

***Space***

• *The reviewers express concerns about the physical space inhabited by the Department and its particular inappropriateness given the archeological collections in the Department’s care.*

The report is critical of the current state of the Department’s physical space and infrastructure, describing its existing facilities in Bancroft Hall as inadequate and inappropriate for the Department’s teaching and research needs. In consultation with the Faculty of Arts & Science Chief Administrative Officer and the Office of Infrastructure Planning, we have initiated a request for a comprehensive building review of Bancroft Hall slated for the academic year 2012-13. This review will result in the adoption of a comprehensive plan for Bancroft Hall that addresses the Department’s infrastructure needs, while also proposing strategies to utilize the building and its space more efficiently and cost-effectively.

The review report provides a thoughtful analysis of the Department and its undergraduate and graduate programs. We appreciate that the reviewers identified the Department’s strengths and noted areas for development. The Department has already implemented and/or has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



Merik S. Gertler, FRSC  
Dean and Professor of Geography & Planning  
Goldring Chair in Canadian Studies

cc. Tim Harrison, Chair and Graduate Chair, Department of Near and Middle Eastern Civilizations  
Bernard Katz, Acting Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC



## REVIEW SUMMARY

<b>Division/Unit under review:</b>	Department of Sociology, Faculty of Arts and Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Program(s) under review:</b>	Sociology, BA: Specialist, Major, Minor Sociology, MA and PhD
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Neil Guppy, Professor and Chair, Department of Sociology, University of British Columbia</li> <li>2. Dr. Peter V. Marsden, Edith and Benjamin Geisinger Professor of Sociology, Dean of Social Science, and Harvard College Professor, Harvard University</li> <li>3. Dr. Patricia Roos, Professor, Department of Sociology, Rutgers, The State University of New Jersey</li> </ol>
<b>Date of review visit:</b>	November 28-29, 2011

<b>Previous Review Date:</b>	December 2002, U of T review of Department of Sociology
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>Overall:</b> Department “internationally recognized as an important force in the field of sociology today and is among the most productive and influential Departments of Sociology in North America and Europe.”</p> <p><b>1. Undergraduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Exceptional quality of undergraduate teaching</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Undergraduate class sizes need to be reviewed</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Incorporate more undergraduate students into research conducted by faculty members</li> </ul> <p><b>2. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Exceptional quality of teaching</li> <li>• Present course requirements in line with current practice in leading North American sociology departments</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• List of fields of specialization needs to be reformulated to reflect Department’s research and teaching strengths</li> <li>• Department should review required courses, course outlines and teaching evaluations for effective training of graduate students</li> <li>• Department needs to clarify second-language requirement for PhD students</li> <li>• Field methods course could clarify that quantitative and qualitative methods are complementary</li> </ul> <p><b>3. Faculty/Research</b></p>

	<p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• High quality faculty, including some top-ranked, internationally known sociologists</li> <li>• Excellent quality of research</li> <li>• Success in obtaining external research grants, strong research productivity and scholarly reputation</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• A review of research and publication standards for tenure needed</li> <li>• Faculty recruitment at the mid-career level should be considered</li> </ul> <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Faculty works energetically towards its goals, notably developing new strengths in sociology of health and policy analysis</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Increase democratic participation in department governance and decision making</li> <li>• Spatially integrate graduate student offices</li> </ul>
<p><b>Recent OCGS Review(s) Date:</b></p>	<p>2006-07: Good Quality</p>

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
Self-Study & Appendices (previous OCGS review, departmental strategic plan, etc.)

### CONSULTATION PROCESS:

The reviewers met with the Dean and Associate Dean Interdisciplinary and International Affairs; faculty; administrative staff; undergraduate and graduate students; and chairs and directors of cognate academic units.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

**Overall:** "Top Canadian department in its discipline"; "definitely among the best departments in North America and indeed the world"

### 1. Undergraduate Program (Sociology, BA: Specialist, Major, Minor)

#### The reviewers observed the following strengths:

- Overall quality
  - Popular and successful undergraduate major
  - Good quality program; on par with international comparators
- Curriculum and program delivery
  - Major requirements similar to best undergraduate programs in North America
  - Combines rigorous introductory courses with foundational courses at 200 level
  - Introduction of smaller fourth year courses has meant more breadth of coverage and more depth of intellectual pursuit
  - Diverse and up-to-date range of upper level courses
  - Courses stress solid communication skills, sound research competencies, and broad critical perspectives

- Courses “deepen disciplinary knowledge”
- Faculty committed to and enthusiastic about undergraduate teaching
- Faculty have found creative and practical ways to add writing and analytic components to very large undergraduate classes
- Faculty research influences undergraduate program: undergraduates very aware of research issues; students presented with numerous research opportunities; research enlivens course experience
- Pilot funding from ‘research intensive course proposals’ have meant more “meaningful research experiences”
- Quality indicators
  - Program attracts students with strong high school averages; “impressive” stability of averages
  - Consistently strong graduating GPAs
  - Very strong demand for courses
  - Students able to pursue “graduate or professional fields upon graduation”
  - Students are “satisfied” with program quality

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Issues of scale affecting quality of instruction
  - Size of classes can affect a student’s opportunity for discussion and “active learning”
  - Fast-moving fields / courses may become “dated and stale” with large-enrollment courses
- Quality indicators
  - Student satisfaction data identifies opportunities for “active learning” as weak
- Enrolment
  - Enrolment pressure “noticeable” (45% growth in last decade; increased student to faculty ratio; increased student to TA ratio); very large undergraduate courses compared to other social science departments at U of T and elsewhere
  - Large class sizes could limit opportunities for student discussion, analytic papers; place more emphasis upon examinations; limit ability to incorporate more writing, opportunities for service learning and research aligned with courses, and academic-related practice experiences for students

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Reviewers affirm faculty plans to engage in an intellectual discussion about undergraduate program revisions and introducing even more innovative pedagogy; consider how undergraduate education might continue to be enhanced within constraints imposed by very high student demand
- Enrolment
  - Consider addressing size challenge by reducing number of students (e.g. by requiring a higher grade average for admission or placing limits on sizes of key courses) or increasing number of faculty

**2. Graduate Program (Sociology, MA, PhD)**

**The reviewers observed the following strengths:**

- Overall quality
  - Strong graduate program
- Objectives
  - The programs “prepare graduates for employment in conventional venues (university teaching / research) as well as careers in government, profit and non-profit firms”
- Curriculum and program delivery
  - Requirements of MA and PhD programs certainly in line with current professional standards
  - Notable inclusion of qualitative methods requirement (found in many, but not all, top sociology curricula)
  - Effective required research practicum for second-year students

- Plentiful opportunities for research assistantships creates ample opportunities for students to contribute to research projects, learn by doing, and produce joint publications with faculty
- Assessment of learning
  - Comprehensive field examination protocol introduced in 2007 has been accepted and understood
- Quality indicators
  - Program attracts large, steadily increasing number of applicants; offer rates “highly selective”; high admissions yields
  - Notable level of graduate student conference presentations and journal publications
  - Efficient times-to-completion for MA
  - Graduates find employment nationally and internationally (PhD placement records indicate wide variety of academic, governmental and non-governmental employment destinations)
- Support
  - Reliable program information available to students and faculty
- Faculty resources
  - Graduate program has benefited from influx of young and energetic faculty
  - “Definitely” faculty capacity to accommodate graduate student growth

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Current teaching assistantship model, involving graduate students primarily as graders, may not fully facilitate development of pedagogical skills for graduate students
  - Students would like proseminar focusing on professional skills such as publishing, planning careers, developing a teaching portfolio, and similar topics
- Assessment of learning
  - Students would like opportunity to contribute to updating/amending reading lists for comprehensive field examinations
- Quality indicators
  - PhD times-to-completion approximately 1 year longer than divisional/U of T averages (though not unusual compared to peer programs and considering time necessary to “conduct substantial body of independent research”)
- Enrolment
  - Lack of funding for international students limits number of international students enrolled

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider other options for TA utilization
  - Consider offering proseminar developed specifically for Sociology students
  - Consider developing workshops that allow students to present work in progress
- Assessment of learning
  - Consider graduate input on updating and amending reading lists
- Enrolment
  - Consider expanding graduate program by further increasing already relatively high yields through enhanced fellowship packages and greater faculty involvement in recruitment, or by adding international students
  - Think creatively about possibilities to enhance funding for international students in sociology

### **3. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Faculty members are “internationally recognized as experts” in each of Department’s major areas of specialization: Immigration and ethnicity, Health and mental health, Social networks and community, Crime and socio-legal studies, Stratification, work and labor markets, Political sociology, and Sociology of culture
  - Faculty “maintains a very high research and scholarly profile”
- Research
  - Vigorous scholarship; faculty have active research agendas

- “Especially notable” level of funded research activity
- Highest-ranked Canadian university in Sociology in terms of publications; citation rankings also strong
- Publications in “prominent disciplinary journals in Canada and elsewhere in the world”
- Faculty “author and edit books published by major presses”
- Large number of faculty honors

**The reviewers identified the following areas of concern:**

- Faculty
  - Number of in-process or upcoming retirements

**The reviewers made the following recommendations:**

- Faculty
  - Plan for/implement faculty renewal; department “cannot retain its national and international standing without a commitment to renew to tenure stream faculty”; reviewers, sharing the reservations of the department’s faculty, do not see teaching stream appointments “as a major step toward renewing the...sociology faculty or planning for its future”
  - Consider focusing recruitment at assistant professor level, with targeted efforts at other ranks/categories depending on urgent needs and/or opportunities; ensure mix of hires supports department’s international reputation
  - Consider the development of two- or three-year “teaching postdoctoral fellowships”
  - A focus on strategies to “increase ethnic diversity” should be reviewed

**4. Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Impressive functioning of tri-campus graduate program; enhances all three campuses
  - Faculty links to programs including Addiction Studies, Ethnic and Pluralism Studies, and Women and Gender Studies
- Organizational and financial structure
  - Administrative members appear to be “effective and devoted to their tasks”
- Planning / Vision
  - Strong and effective leadership
  - Department embraces principle of faculty rotation through administrative roles

**The reviewers identified the following areas of concern:**

- Organizational and financial structure
  - Department’s size pushing limits of space available for faculty, staff, graduate students, and research programs
  - Need for continuity and modernization of record-keeping practices in graduate office
  - No single staff member acts as leader

**The reviewers made the following recommendations:**

- Organizational and financial structure
  - Ensure availability of adequate office and research space, including continued access to office space at St. George for tri-campus faculty
  - Augment or redesign current staffing practice to allow for a new or current staff member to take on managerial role to facilitate coordination of administrative tasks

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

2 October 2012

Professor Cheryl Regehr  
Vice-Provost Academic Programs  
Simcoe Hall, Room 225  
University of Toronto

**Re: Review of the Department of Sociology and its undergraduate and graduate programs**

Dear Cheryl,

Along with the faculty, staff and students of the Department of Sociology, I am very pleased with the reviewers' positive assessment of the Department and our programs: Sociology Bachelor of Arts (Specialist, Major and Minor) and the Sociology MA and PhD graduate programs that are offered on all three campuses. This is a very positive review. We are pleased to note that the reviewers rank Sociology as "the top Canadian department in its discipline" and amongst the best in the world. They praise the "very high research and scholarly profile" of the faculty, and the quality of both undergraduate and graduate programs and of students in those programs, as well as the success of the tri-campus model in the delivery of graduate programs.

As per your letter of 26 July 2012, I am writing to address the areas of the review report that you identify as key. The Department has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***Undergraduate Curriculum:** The reviewers underline the solid design of undergraduate courses and the extent to which syllabi were informed by research. However they comment on the extent to which the size of undergraduate classes has negatively affected opportunities for discussion, written assignments, analysis, and direct engagement with faculty or TAs.*

The external reviewers were concerned that our undergraduate courses are generally too large, resulting in little opportunity for discussion, written assignments, analysis and direct engagement between students and faculty. As noted in the Faculty of Arts & Science 2011 Academic Plan, a substantial number of other A&S departments have experienced very high student demand relative to the size of their teaching complement, at least since the advent of the double cohort phenomenon in the middle of the past decade. In addition, recent budget constraints limited unit-level capacity to manage this demand. The Faculty's Academic Plan underscored the critical needs being faced by these units to expand their teaching capacity and enhance the quality of their students' learning experience. For this reason, the one of the aims of the Faculty Appointments Committee is to recommend teaching staff appointments for units that experience the most intense enrolment pressure. As a result of the Department's submission to the Appointments Committee last year, the Department has been allocated one teaching stream and one tenure stream appointment. The Department is engaging in a search for the teaching stream position in 2012-13 and for the tenure stream position in 2013-14, due to the timing of the job market in the discipline of Sociology.

In addition, Department members have discussed several means of reducing class sizes, including offering more courses, lowering the cap on existing courses, increasing the grade required in Sociology 101 to enter Sociology programs, and adding more tutorial sections for courses. In the short term, the Chair and Associate Chair-Undergraduate are working with the Undergraduate Curriculum Committee to assess the various options already discussed in the department as well as explore other options. These options will also be brought forward to Department faculty meetings for discussion during the 2012-13 academic year. We have invited the Chair and Associate Chair to meet with the Dean's office to explore curricular options and any implications for the Department and the Faculty as a whole.

***Graduate Students:***

- *The reviewers emphasize the selectiveness of admissions to the graduate program and high yields on offers of admission. They suggest examining the possibility of expanding the graduate program.*
- *The reviewers suggest examining the TA opportunities for graduate students and determining ways in which they may enhance student learning.*

The reviewers recommended that the Department consider expanding the Sociology graduate program. The Department notes that it faces a serious limitation to expanding their graduate program in that they are confident that they currently offer admissions to the best Canadian applicants. However, four of their top five candidates this year accepted offers elsewhere in Canada as they were offered much better funding packages. Moreover, there are limitations on the number of international students that can be accepted.

At the Department level, department members have already begun to explore possible solutions. The Chair and Graduate Chair have struck a fundraising committee that will look for ways to create top-up scholarships for the Department's top ranked applicants and international students. This committee has already begun to work with the Faculty's Advancement office to determine the best strategies to pursue.

On a broader scale, the recent announcement from MTCU confirming the transfer of Ontario Graduate Scholarship (OGS) award administration to universities provides a potential source of funding to recruit top domestic and international graduate students. In addition, the Dean's office will be considering ways in which the Faculty can provide some funding to academic units that they can assign as 'top-up' funding to attract the very best qualified graduate students. The Vice-Dean Graduate Education and Program Reviews will be discussing this matter with the Faculty's Graduate Advisory Committee, and our chairs and directors in order to determine the financial feasibility of this by January 2013.

The reviewers also suggest that the Department attempt to find ways that TA opportunities might enhance student learning. This recommendation aligns with concerns related to large undergraduate classes. In co-ordination with the Dean's office, the Department will explore models that will enhance training opportunities for graduate students – including opportunities to teach some undergraduate courses – and improve the level of engagement between undergraduate students and TAs. Expanding the number of graduate students may also provide a larger pool of research assistantships for faculty members.

***Faculty:*** *The reviewers note the size and corresponding scope of the responsibilities of the Department and emphasize the importance of preparing for faculty renewal and suggest*

*examining the balance between types of faculty positions/*

As noted above, the Faculty and Department are in agreement with the external reviewers that the Department is in need of faculty renewal. The Department will be engaging in a search process for one teaching staff and one tenure-stream appointment (in the area of Social Policy) as recommended by the Faculty of Arts & Science Appointments Committee. In tandem with discussions regarding undergraduate and graduate student points noted above, the Department will prepare a submission for the consideration of the 2013 Appointments Committee.

***Organizational and financial structure:*** *The reviewers comment on the need to assess the department's space in light of its needs as well as staff support structure.*

The external reviewers documented a long-standing problem with regard to space. In particular, it was noted that the department has outgrown its current location, and that there is the need for better integration of UTM and UTSC faculty. The incoming Chair and Graduate Chair responded to this concern this summer.

After a thorough inventory and assessment of the Department's current space allocation, the Department has realigned its use of space in order to make more efficient use of it. Underutilized graduate student space has been reconfigured. With the help of the Dean's office, the Department purchased new desks for the student rooms, enabling more students to be accommodated. The Department also determined that they did not require two computer labs and two kitchens. Several new offices were created out of one of the computer rooms and one of the kitchens. This resulted in freeing up five new offices for faculty, which should be enough to accommodate new positions over the next few years. In addition, the offices of more than 80 graduate students and 20 faculty members (all of whom were consulted and agreed to move), were reorganized with the goal of mixing together faculty from the three campuses within the main sections of the departmental space.

While the Department's space needs should now be adequate, longer-term solutions will need to be considered if the Department is to expand its graduate programs and/or hire new faculty members beyond the next few years.

We are appreciative that the review report provides a thoughtful analysis of the Department and our undergraduate and graduate programs in sociology. The external reviewers identified the Department's strengths and noted a few areas for development. The Department has already implemented and/or has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



Merik S. Gertler, FRSC  
Dean and Professor of Geography & Planning  
Goldring Chair in Canadian Studies

cc. Robert Andersen, Chair and Graduate Chair, Department of Sociology  
Bernard Katz, Acting Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC



## REVIEW SUMMARY

<b>Division/Unit under review:</b>	Institute of Health Policy, Management and Evaluation (IHPME)
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Program(s) under review:</b>	Health Policy, Management and Evaluation, MSc, PhD Health Administration MHSc Master of Health Informatics, MHI
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Régis Blais, Professor and Director, Department of Health Administration, University of Montreal</li> <li>2. Dr. Barbara McNeil, Ridley Watts Professor and Founding Head, Department of Health Care Policy, Harvard Medical School</li> <li>3. Dr. Mark Roberts, Professor of Medicine, Health Policy and Management and Industrial Engineering and Chief, Section of Decision Sciences and Clinical Systems Modeling, Division of General Medicine, University of Pittsburgh</li> </ol>
<b>Date of review visit:</b>	January 12-13, 2012

<b>Previous Review Date:</b>	March 5-6, 2007, U of T Review of Department of Health Policy, Management and Evaluation
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>Overall:</b> Department could be viewed as U of T's "gem in the crown."</p> <p><b>1. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Excellent quality graduate program</li> <li>• Scope of education appropriate for stated mission and similar to comparable departments in North America</li> <li>• Department has advanced new programs and created collaborative opportunities</li> <li>• Synergies across multiple professional academic degrees</li> <li>• Well-designed curricula; strong faculty teaching</li> <li>• Programs in demand, operating at or near capacity</li> <li>• Students satisfied with program quality and relevance of curricula</li> <li>• MSc/PhD in Clinical Epidemiology: strong program with effective leadership</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• MHSc: currently no forum for discussion of student work in practicum experiences</li> <li>• MSc/PhD in Health Administration: concern that recent substantial growth be managed appropriately</li> <li>• MSc/PhD in Clinical Epidemiology: focuses on clinical problems and issues with little interface with MSc/PhD work in epidemiology by non-clinical students</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider strengthening and marketing department's identity to external stakeholders, in particular role in contributing to practice of evidence-informed health policy and management</li> </ul>

	<ul style="list-style-type: none"> <li>• MHS: consider attending to perception of 'service' relationships such as teaching of basic law instruction</li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Scope of research appropriate for stated mission and similar to comparable departments in North America</li> <li>• Faculty members successful in securing external support; grant income doubled from 2000 to 2005-06</li> <li>• Nationally important faculty research</li> <li>• Senior faculty internationally known; routinely incorporate research into teaching and service</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Department has no Canada Research Chairs and poor research infrastructure because tri-council grants often go through EDUs rather than department; especially problematic for junior investigators</li> </ul> <p><b>3. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• High faculty and student morale</li> <li>• Future collaborations such as those with Rotman School of Management, the proposed School of Public Health and the School of Public Policy will strengthen HPME's market niche</li> <li>• Faculty spoke positively of relationships with other Faculties</li> <li>• Department well managed through many changes and initiatives</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• HPME faculty commitments to other units, hospitals and other organizations are ongoing challenge</li> <li>• Resources are ongoing challenge</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider collaborations with other departments and proposed School of Public Health</li> <li>• Find opportunities to leverage existing resources and create links with partners; explore alumni contributions</li> </ul>
<b>Recent OCGS Review(s) Date:</b>	2005-06: Health Policy, Management and Evaluation, Health Administration, Good Quality 2007-08: Health Informatics, Approved to Commence

**CURRENT REVIEW****DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference  
Self-Study Report  
Previous External Review Report  
Chair's Response to Previous External Review Report  
Dean's Response to Previous External Review Report

**CONSULTATION PROCESS:**

The reviewers met with the Vice-President and Provost, the Dean, the Vice-Dean, Research and International Relations, the Chair, cognate Chairs and

Deans, Faculty (health services research stream, clinical epidemiology), program Directors, affiliated hospital CEOs, administrative staff, graduate students, alumni representatives, and the Advisory Committee for the Appointment of IHPME Chair.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **1. Graduate Program (Health Policy, Management and Evaluation, MSc, PhD; Health Administration MHS; Master of Health Informatics, MHI)**

#### **The reviewers observed the following strengths:**

- Overall quality
  - Programs of “very high quality”
  - MHS in Health Administration: 8- year accreditation (CAHME) signals program’s high quality (only a handful of such programs among several hundred in North America receive accreditation of such duration)
- Objectives
  - Faculty enthusiastic about new program developments

#### **The reviewers identified the following areas of concern:**

- Objectives
  - Reviewers “puzzled” by multiple master’s programs
- Curriculum and program delivery
  - Shortage of appropriate advanced analytic courses, particularly in statistics and advanced research methods
  - PhD students would like more relevant teaching assignments
- Assessment of learning
  - PhD: nature and the scope of comprehensive exams vary across streams
- Students
  - Students voiced “mild concern” that coordination between programs could be improved
  - Students feel isolated within and across program streams, though faculty and program leadership indicated students have many opportunities to interact
- Support
  - PhD students not clear about thesis committee processes
- Faculty resources
  - Continuing to increase number of programs and students runs risk of overburdening small core faculty
- Outreach / Promotion
  - Branding of IHPME may be unclear to some audiences due to multiple master’s programs
- Physical resources
  - “Marked discrepancy” between student and faculty/staff perceptions regarding adequacy of office and study space

#### **The reviewers made the following recommendations:**

- Overall quality
  - Consider having one research-based master degree and one professional degree with fields of specialization, or ensure that marketing materials present integrated picture of programs
- Curriculum and program delivery
  - Consider developing more advanced courses (e.g. biostatistics and advanced research methods) adapted to needs of IHPME students
  - Ensure that an appropriate number of research and teaching assistantships are available and that students know about them
- Assessment of learning
  - Take a look at comprehensive exams to improve coherence across streams and ensure their purpose and objectives are clear to students and faculty
- Students

- Explore student needs in terms of interactions and, if necessary, design new ways to meet needs
- Support
  - Consider developing closer ties to student association to improve communication with students
- Physical resources
  - Ensure that students are aware of available office space; increase office space if necessary

## 2. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - High quality research activities
- Research
  - Faculty successfully obtain peer-reviewed grants and contracts
  - Very good publications rankings
  - IHPME well positioned for patient oriented research that is increasingly emphasized by CIHR

### The reviewers identified the following areas of concern:

- Research
  - New CIHR rules expected to favor larger grants rather than the middle range grants frequently won by IHPME
  - Some sense that current IHPME research may not always lend itself to having an immediate effect on health policy
  - Research largely focused on traditional rather than new modes of healthcare delivery
- Faculty
  - Possible loss of significant faculty expertise in short time span, given anticipated retirements; could affect training and research capacity

### The reviewers made the following recommendations:

- Research
  - Given new CIHR rules, consider further integration of degree programs, or creation of concentrations within degree programs, to facilitate successful applications for larger grants
  - Consider accessing new funding sources through international collaboration, given likely future constraints on research funding
  - Explore research opportunities offered by emerging modes of healthcare delivery and need for work on chronic disease processes
- Faculty
  - Develop recruitment plan, including junior and more experienced faculty, to address anticipated retirements and support expanding degree programs and advanced analytic courses

## 3. Administration

### The reviewers observed the following strengths:

- Relationships
  - Very high faculty, student and staff morale
  - Excellent relationships with cognate Faculties, academic departments and units
- Organizational and financial structure
  - Reviewers affirm recent transition from department to Institute: brings substantial opportunity to become even more interdisciplinary and collaborative across multiple departments and schools
- Planning / Vision
  - Alumni actively engaged in IHPME activities and wish to be more so, particularly for internships and fundraising
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Unit “extremely well positioned to build on its substantial strengths and develop aspirational goals of improving its already outstanding stature in Canada and the international academic community”

**The reviewers identified the following areas of concern:**

- Relationships
  - Misunderstanding between status-only faculty and Chairs of primary appointment departments regarding their support for faculty involvement in IHPME
- Organizational and financial structure
  - Students and faculty see university infrastructure teaching support as limited (e.g. new information technologies)

**The reviewers made the following recommendations:**

- Relationships
  - Primary appointment departments should clarify expectations regarding involvement of their faculty in IHPME
- Organizational and financial structure
  - New information technologies (e.g. web-based teaching methods) should be made available to faculty and students
- Planning / Vision
  - Examine ways to generate new revenues through closer ties with alumni involved in healthcare businesses
  - Consider a new Chair with the following qualities: strong leadership skills to develop strategic plan, high academic credibility within and outside IHPME, experience managing scientific teams, and the ability to facilitate working in larger groups of researchers, promote IHPME research, build new partnerships and find alternative sources of funding

**ADMINISTRATIVE RESPONSE – Appended**



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**FACULTY OF MEDICINE**

**Catharine Whiteside, MD PhD**

*Dean*

*Vice Provost, Relations with Health Care Institutions*

**EXTERNAL REVIEW | INSTITUTE OF HEALTH POLICY,  
 MANAGEMENT AND EVALUATION (IHPME)**

**Dean's Response**

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On behalf of the Faculty of Medicine, I thank Professor Régis Blais (University of Montreal), Professor Barbara McNeil (Harvard Medical School), and Professor Mark Roberts (University of Pittsburgh) for their thorough and expert review of the Institute of Health Policy, Management and Evaluation (IHPME) at the University of Toronto. I also thank IHPME's administrative staff and the Chair/Director, Professor Louise Lemieux-Charles, for the preparation of the comprehensive and excellent self-study report in advance of the review. The external reviewers met with numerous faculty, staff, trainees, and members of the senior academic leadership of the Faculty. I am grateful for their engagement in this important process. The reviewers indicated that IHPME is a well-recognized and productive unit, which is positioned to transition successfully from a Department to an Institute to become even more interdisciplinary and collaborative across multiple Departments and Schools. I take this opportunity to congratulate and to thank Professor Lemieux-Charles for her many years of outstanding leadership of this unit. The high level of morale among the faculty, staff, and students attests to her continued strategic positioning of this academic unit both within the University and among international peers.

The following addresses the key challenges raised by the external reviewers.

**1. Degree Programs**

The proliferation of master's programs in IHPME reflects the increasing need for this graduate unit to be the home of interdisciplinary advanced professional graduate offerings established in collaboration with a diverse group of stakeholders. The reviewers have recommended a simplification of one research-based master's degree and one professional degree with fields of specialization to assist in the branding (marketing) and clearer integration of these programs within the Institute. Each research-based field currently sets its own admission criteria and guidelines for student completion. Such flexibility has been important to meet the needs of the diverse students in IHPME, including clinicians. The next Director may wish to weigh such considerations during strategic academic planning. From a practical perspective, it is important that graduate enrolment not only be sustained but increased over the next few years in the professional programs. If this simplified approach would assist in marketing and enhanced enrolment, the Faculty would favour this direction.



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**Catharine Whiteside, MD PhD**

*Dean*

*Vice Provost, Relations with Health Care Institutions*

The ability to offer a wider array of more in-depth courses would be advantageous for all programs in IHPME. I agree with the recommendation of the reviewers that IHPME should develop more advanced courses adapted to the academic needs of the students. The response of the Director indicates that IHPME has also recognized this need and has set in motion the launch of new graduate courses to fulfill this gap.

The students indicated concerns in a number of areas including coordination among research programs, office space availability, comprehensive exam content, and RA/TA opportunities. Some of these issues appear to require improved communication between the Faculty leadership and the students. The Director indicates that student representatives do sit on all the academic advisory committees, but perhaps this is insufficient and more direct and frequent communication through the IHPME student association should be considered. Since many of the graduate students are located off-campus, perhaps new modalities of communication should be explored. The Director mentions that there is an ongoing concern about lack of private, secured, or long-term student space for senior research students who require quiet space for research and writing. IHPME is in a relatively newly-renovated building at 155 College St. The Faculty is unaware of a lack of space for students and requests that IHPME undertake a careful examination of the amount and type of space available for research graduate students. The Faculty is very concerned about student experience. It is the responsibility of the academic unit to monitor student space need and to assist in developing appropriate solutions. I advise that IHPME undertake a student space analysis and report to my office about this matter.

The TA positions in IHPME are limited in part because this unit does not teach at the undergraduate (Faculty of Arts & Science) level, although the Provost has recently offered this opportunity to graduate units. Since the Faculty of Medicine cannot offer TAs to all doctoral students in any Department and TA funding is not tied to the students' guaranteed funding package, it is important that the graduate students enrolling in IHPME understand this issue when they apply. It is reasonable that a part of the doctoral student experience include teaching and that IHPME should look for more opportunities for graduate students to be engaged in teaching in the professional master's and health professions programs.

The content of, and communication about, the comprehensive exams should be addressed by the IHPME's Curriculum Committee as recommended by the reviewers.

## **2. Research**

The opportunity for IHPME to advance interdisciplinary research in the most important areas of health services (community-based, chronic, complex care) that involve primary



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*Vice Provost, Relations with Health Care Institutions*

care and interprofessional integrated approaches has never been more relevant. I am pleased to learn that IHPME is deeply engaged in new program grant applications in these areas. I agree entirely with the reviewers that now is the time to diversify research funding sources, types of applications (more group and program grants), and to reach internationally to collaborate with top-ranked institutions. It is expected that IHPME will work closely with the Vice-Dean, Research and International Relations on building new strategic international partnerships.

### **3. Relationships**

As a point of clarification, our academic physicians have full-time University appointments in Clinical Departments—e.g., Medicine, Surgery—under the “Policy for Clinical Faculty.” Since the Clinical Departments are not graduate units, the academic physician researchers seek graduate appointment in units such as IHPME. This is a complex environment and the Director of IHPME is required to interact with numerous Clinical Department Chairs with respect to academic physician graduate appointments. I agree with the reviewers that it is not only necessary but increasingly important that strong collaborative relationships exist between IHPME and the Clinical Departments beginning with the senior leadership.

IHPME must explore why students indicated that they feel isolated within and across program streams and seek appropriate remedies.

### **4. Organizational and Financial Structure**

IHPME should consider working closely with its local partners at 155 College St. (the Dalla Lana School of Public Health and the Lawrence S. Bloomberg Faculty of Nursing) to address the upgrades to IT infrastructure and support for academic programs in this building. The Discovery Commons—the IT support division for the Faculty of Medicine—will be expanding its capacity in the near future and IHPME should clarify its IT needs and future directions as part of its next strategic plan.

Expansion and diversification of revenue sources are necessary for every academic unit in the Faculty of Medicine and the IHPME is no exception. Philanthropic fundraising and building stronger alumni relations will be necessary goals of the next Director. To this end, the Faculty of Medicine is building resource in its Office of Advancement and is ready and willing to work closely with the Director of IHPME to fundraise successfully and to develop stronger alumni interactions and support.





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**Catharine Whiteside, MD PhD**

*Dean*

*Vice Provost, Relations with Health Care Institutions*

## **5. Long-Range Planning Challenges**

I am in full agreement with the reviewers and the Director that IHPME must plan strategically for future recruitment of high quality faculty not only at the junior level but also mid-career. The current fiscal state of the Faculty of Medicine, resulting from a major deficit created by the University pension plan, will limit the funding of new faculty positions across all on-campus Departments. IHPME will have some base budget available due to retirements but must also look for partnership opportunities with the Clinical Departments, the Dalla School of Public Health, and the hospital research institutes to replenish faculty members over the next 5 years.

I am in agreement with the recommendations of the external reviewers about the desired characteristics of the next Director of IHPME.

## **6. International Comparators**

The Faculty of Medicine is developing academic key performance indicators for all Departments and programs. These will apply to IHPME in the future and will enable more specific quantitative and qualitative comparisons with peer institutions across the globe. I have every confidence that IHPME will continue its upward trajectory of academic excellence and impact on improving health through innovation of its research and education programs.

## **SUMMARY**

I join all of our colleagues in the Faculty of Medicine to recognize the outstanding contributions of IHPME to our academic environment and the critical importance of this unit in leading many aspects of transforming health care and health systems locally, nationally, and internationally. We owe a great debt of gratitude to Professor Louise Lemieux-Charles under whose visionary leadership and remarkable academic management this Department has thrived and is now transforming successfully into an Institute that reaches well beyond the Faculty of Medicine.

*Catharine Whiteside*

*Dean, Faculty of Medicine*

*Vice-Provost, Relations with Health Care Institutions, University of Toronto*

*(February 2012)*

## REVIEW SUMMARY

<b>Division/Unit under review:</b>	<i>[review of programs only; as of July 1, 2012, programs belong to Department of Applied Psychology &amp; Human Development, Ontario Institute for Studies in Education of the University of Toronto]</i>
<b>Commissioning Officer:</b>	Dean, Ontario Institute for Studies in Education of the University of Toronto
<b>Program(s) under review:</b>	Child Study & Education (MA) Counselling Psychology (MA, MEd, EdD, PhD) Developmental Psychology & Education (MA, MEd, PhD) School & Clinical Child Psychology (MA, PhD)
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. William A. Borgen, Professor of Counselling Psychology and Department Head, Educational &amp; Counselling Psychology, and Special Education, University of British Columbia</li> <li>2. Dr. Catherine Elizabeth Snow, Patricia Albjerg Graham Professor of Education, Harvard University</li> <li>3. Dr. Tracy Vaillancourt, Professor and Canada Research Chair, Children's Mental Health and Violence Prevention, University of Ottawa</li> </ol>
<b>Date of review visit:</b>	February 23-24, 2012

<b>Previous Review Date:</b>	<p>2006: Child Study &amp; Education, Developmental Psychology &amp; Education, School &amp; Clinical Child Psychology (University of Toronto department review)</p> <p>2009: Counselling Psychology (University of Toronto department review)</p>
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>2006:</b></p> <p><b>1. Graduate Program (Child Study &amp; Education, Developmental Psychology &amp; Education, School &amp; Clinical Child Psychology)</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• High quality programs</li> <li>• Programs select and produce top caliber students</li> <li>• Programs maintain high standards of teaching and research training</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Developmental Psychology and Education needs stronger, more unified identity</li> <li>• Faculty reluctant to expand enrolment because class load would increase without corresponding increased net resources, possibly reducing existing program quality</li> <li>• Department concerned about replacing faculty</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Developmental Psychology and Education could develop identity focused on special education</li> <li>• Possible ways to expand enrolment strategically: build on foci of special education and early childhood and development programs; use adaptive forms of scheduling and program delivery; collaborate with other OISE departments</li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p>

	<ul style="list-style-type: none"> <li>Faculty members maintain international distinction in research</li> </ul> <p><b>3. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>High department morale</li> </ul> <p><b>2009:</b></p> <p><b>1. Graduate Program (Counselling Psychology)</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>Strong, highly relevant program in high demand</li> <li>Program known in the counselling psychology and counsellor education professions for excellent academic quality and internationally recognized scholarship, teaching, and academic outreach of faculty</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>Explore sharing courses across the Counselling Psychology and School and Clinical Child Psychology programs</li> <li>Consider accreditation of MEd program through Canadian Counselling and Psychotherapy Association</li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>Faculty engaged researchers; successful in attracting external funds</li> </ul>
<b>Recent OCGS Review(s) Date:</b>	<p>2005: Counselling Psychology (Good Quality with Report); Developmental Psychology &amp; Education (Good Quality); School and Clinical Child Psychology (Good Quality)</p> <p>2006: Child Study &amp; Education (Good Quality)</p>

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
 Self-study & Appendices  
 Towards 2030 Framework  
 OISE Strategic Plan 2011-2015, Strategic Plan Appendix & Progress Report  
 About the University of Toronto Institute for Human Development  
 OISE's new Organizational Chart  
 Timeline of OISE's Goals & Priorities 2010-2012.

### CONSULTATION PROCESS:

While at OISE, the reviewers had meetings with a broad range of constituents including faculty, students, staff and external stakeholders, which provided them with the opportunity to hear a wide range of views. Specifically they met with OISE's senior academic eldership team including the Dean, Associate Deans, Academic Directors and Chairs of other departments. They also met with Departmental leadership including the Chair, associate Chair and program coordinators, and U of T cognates including representatives from the University of Toronto Institute for Human Development and Aboriginal Advisory Council, and external stakeholders from the Atkinson Charitable Foundation, Literacy and Numeracy Secretariat, Margaret and Wallace McCain Family Foundation, Mount Sinai Hospital, and TDSB Psychological Services.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The 2011-12 reviews of all 12 OISE graduate programs were conducted in the context of OISE's departmental restructuring process (approved by University of Toronto Governing Council February 16, 2012). These graduate program reviews were bundled according to the department structure that came into effect on July 1, 2012. The graduate programs in Child Study and Education, Counselling Psychology, Developmental Psychology and Education, and School and Clinical Child Psychology are offered by the Department of Applied Psychology and Human Development (effective July 1, 2012).

### 1. Graduate Programs (Child Study & Education (MA); Counselling Psychology (MA, MEd, EdD, PhD); Developmental Psychology & Education (MA, MEd, PhD); School & Clinical Child Psychology (MA, PhD))

#### A. Overarching Commentary on Programs

##### The reviewers observed the following strengths:

- Admissions requirements
  - Conscientious admissions process
  - “Admirable” inclusion of interviews as part of admissions process for many programs
- Curriculum and program delivery
  - Program structure, curriculum, length
    - Students access courses and research opportunities across program boundaries and disciplinary lines
  - Content/delivery
    - Distance learning options provide flexibility for part-time students and those in internships
  - Student learning beyond the classroom
    - Rich opportunities for learning outside the classroom (e.g. internship consortium, TDSB internships, Lab School, etc.)
    - Excellent reputation of practice programs results in many placement opportunities
  - Student research experience
    - Faculty mentor students in supervision and research settings, extending and enriching curriculum
- Assessment of learning
  - Assessment procedures well established and thoughtful
- Quality indicators
  - Applicants and admitted students
    - Many highly qualified applicants to all programs
    - Large percentage of students receive grants/scholarships
  - Student completion rates and time to completion
    - Very reasonable times to completion
  - Quality of the educational experience, teaching, and graduate supervision
    - Students in both research and professional programs feel valued
    - Many master's students return for doctoral work (high satisfaction)
  - Post graduation employability
    - Graduates successful in obtaining positions in challenging market
    - Maintenance of contact with graduates signals department's commitment to excellence
- Student funding
  - “Strong” financial aid for most full-time students

##### The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Content/delivery
    - Core courses in small programs sometimes too small to be optimally effective
    - Students would like more summer courses
- Quality indicators

- Applicants and admitted students
  - Most applicants from the GTA (not Canada and International)
- Student funding
  - Financial aid is not as strong for part-time students
  - Students who receive external funding are penalized by OISE policy of funding only first three years of doctoral program
- Faculty resources
  - “excellence of practice-focused programs could be threatened” without faculty renewal
  - Part-time status of clinical director “serious liability to long-term viability” of practice-focused programs, given clinical director’s “critical” importance to the programs’ functioning and provision of services to the public

**The reviewers made the following recommendations:**

- Quality indicators
  - Applicants and admitted students
    - Publicize programs systematically to generate more diverse pool of applicants
- Faculty resources
  - Clinical director position should be filled by full-time faculty member

***B. Commentary on Child Study & Education (MA)***

**The reviewers observed the following strengths:**

- Overall quality
  - “Exemplary...research-infused, internship-rich, cohort-based but still highly individualized teacher education program taught by tenure-stream faculty with active research programs”
  - Combining master’s degree and teacher certification is “unique,” “excellent” model
  - “Rich orientation to child development”
  - Courses “infused by a commitment to child study as they key educational strategy”
- Admissions requirements
  - Selective admissions process
- Curriculum and program delivery
  - Student learning beyond the classroom
    - Laboratory School internships provide “rich opportunities for students to learn from skilled practitioners and engage with practice”
- Quality indicators
  - Applicants and admitted students
    - Enrolled students have “very good” qualifications
  - Post graduation employability
    - Students see themselves as “teacher leaders”; many assume leadership positions immediately or go on to graduate study because of saturated market for elementary teachers

**The reviewers identified the following areas of concern:**

- Faculty resources
  - Recent retirements/departures threaten program’s richness, student access to supervision/mentoring and faculty productivity

**The reviewers made the following recommendations:**

- Quality indicators
  - Post graduation employability
    - Given saturation of market for elementary teachers, program could consider “richer preparation” for leadership positions graduates currently successfully obtain

***C. Commentary on Counselling Psychology (MA, MEd, EdD, PhD)***

**The reviewers observed the following strengths:**

- Overall quality
  - “Strong and vibrant” program
- Objectives
  - Aligns with aims/priorities of University and OISE through commitment to excellence in scholarship, teaching and knowledge translation
- Curriculum and program delivery
  - Program structure, curriculum, length
    - Rigorous program
- Quality indicators
  - Applicants and admitted students
    - High number of applicants; high demand for programs
    - Good levels of student funding
  - Student completion rates and time to completion
    - Good times to completion
  - Quality of the educational experience, teaching, and graduate supervision
    - Program is accredited by the Canadian Psychological Association (few peer programs are accredited by CPA or American equivalent)
    - Good quality student experience

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Content/delivery
    - Likely need for expanded course offerings in PhD to support evolution from Counselling Psychology to Counselling and Clinical Psychology
    - Likely need for expanded course offerings in MEd to support requirements of registration guidelines of new College of Registered Psychotherapists and Registered Mental Health Therapists, and to meet accreditation standards of Canadian Counselling and Psychotherapy Association
- Enrolment
  - Expressed need to maintain/increase MA/PhD admissions quotas to ensure enrolment levels are high enough to allow courses to be offered in “consistent and timely manner”
- Faculty resources
  - “Perceived need” for faculty renewal; “tension” between hiring faculty whose expertise can support multiple programs and need to hire faculty with “focused scholarly and clinical expertise”

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Content/delivery
    - Supporting need for expanded course offerings in MEd and PhD programs is worthwhile, given “national leadership position” of these programs; PhD needs may be able to draw mainly on existing department resources
- Quality indicators
  - Quality of the educational experience, teaching, and graduate supervision (student engagement, interest/satisfaction, access to faculty)
    - For MEd program in Counselling: reviewers encouraged proposed links to new College of Registered Psychotherapists and Registered Mental Health Therapists, along with accreditation from Canadian Counselling and Psychotherapy Association
- Enrolment
  - Maintaining/increasing MA/PhD admissions quotas “seems reasonable” given program demand, rigor and quality of student experience
- Faculty resources
  - As self-study notes, “synergies” may exist in faculty resources and course offerings between Counselling Psychology program and School and Clinical Child Psychology program

***D. Commentary on Developmental Psychology & Education (MA, MEd, PhD)***

**The reviewers observed the following strengths:**

- Overall quality
  - Unique option (across MA, MEd and PhD) allows for focus on Special Education or Early Childhood
- Curriculum and program delivery
  - Content/delivery
    - Flex-PhD is “distinct and innovative” and attracts desired applicants; students take advantage of distance education options
    - Coursework-only MEd serves its audience well (teachers upgrading skills); scheduling and delivery methods are appropriate (evening courses; distance and off-line learning opportunities)
  - Student research experience
    - MA students have “rich opportunities” for research internships because faculty have “well-funded and robust” research programs
    - MA and PhD students satisfied with quality of research training
- Quality indicators
  - Applicants and admitted students
    - Many applicants
    - Applicants have diverse background experiences
    - “Very high” caliber Flex PhD students
  - Post graduation employability
    - MA and PhD graduates successfully obtain research positions
- Students
  - Most MA students pursue doctoral study
- Faculty resources
  - “Considerable intellectual resources available within small faculty team”

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Content/delivery
    - Students would like courses in adolescent and adult development
    - Demand for daytime MEd courses is increasing as background of students expands
- Faculty resources
  - Current typical load is 4 courses, 6-8 advisees, supervision of MA students and contribution to BEd program

**The reviewers made the following recommendations:**

- Faculty resources
  - Complement needs to be increased to maintain quality and size of program

**E. Commentary Regarding School & Clinical Child Psychology (MA, PhD)****The reviewers observed the following strengths:**

- Overall quality
  - “Flagship program in Canada”
  - Reviewers “applaud” unique combination of School Psychology and Clinical Child Psychology (traditionally applied clinical programs with a focus on children have prepared candidates in one of the two areas)
- Curriculum and program delivery
  - Student research experience
    - Students involved in high quality research with faculty from all of the department’s programs
- Quality indicators
  - Applicants and admitted students
    - “Outstanding” students
    - Most students (78% in 2009-10) hold external Tri-Council funding

- Quality of the educational experience, teaching, and graduate supervision
  - Program is accredited by the Canadian Psychological Association in both school psychology and clinical psychology (few peer programs are accredited by CPA or American equivalent)
  - Students are “very happy” with quality of training; students describe faculty as “inspiring, professional and extremely complement”
- Post graduation employability
  - 100% post-graduation employment rate

**The reviewers identified the following areas of concern:**

- Enrolment
  - Program is not large enough to meet current/projected demand for school psychologists in Ontario
- Faculty resources
  - Last faculty hire was 2001

**The reviewers made the following recommendations:**

- Quality indicators
  - Applicants and admitted students
    - Given very high demand for MA program (220 applications for 8 openings) raising admissions quota would be “terrific” (though need for more faculty makes this increase unlikely)
- Faculty resources
  - “Program could benefit from strategic hiring”
  - To increase enrolment (to address need for more school psychologists and clinical child psychologists in Canada) program must be well staffed

## 2. Faculty/Research

**The reviewers observed the following strengths:**

- Research
  - Scope, quality and relevance
    - Unique characteristic is “bringing policy, practice and research into direct dialogue”
    - Department “exceptionally strong” in early childhood
  - Level of activity relative to national and international comparators
    - Excellent funding record
    - Strong research group; faculty and student engagement in research is the norm
  - Appropriateness of activities for the undergraduate and graduate students in the programs
    - Research informs practice and policy across all programs
  - Research facilities
    - Dr. Eric Jackman Institute of Child Study Laboratory School facilitates research and student training; school is “unique in Canada,” “exemplary”
- Faculty
  - Complement plan, including balance of tenure-stream and non-tenure stream faculty
    - Sense of “convergent prioritization” for faculty renewal; “faculty emphasized that they would operate in a consensual mode” when distributing new resources

**The reviewers identified the following areas of concern:**

- Faculty
  - Complement
    - Recent/imminent retirements/departures have left department “understaffed in key areas”
    - Department members expressed “some sense of vulnerability” regarding general nature of currently posted OISE faculty positions; unclear whether these positions would address specific department shortages

**The reviewers made the following recommendations:**



- Research
  - Scope, quality and relevance
    - “Acknowledging and celebrating a life-long focus” on education (rather than K-12 only) would highlight department’s uniqueness (e.g. counselling for adults and children; development of teachers and students)
    - Department “needs to recognize explicitly” that portfolio includes issues of adult development (would increase quality of a) contribution to teacher education and b) anticipated undergraduate courses in education)
- Faculty
  - Complement
    - Address “urgent faculty renewal issues” and forward-looking succession planning
    - Future plans should consider taking into account need for more school psychologists and furthering current attention to Indigenous Education
    - OISE-wide procedure for transparently distributing resources, including new positions, is needed; procedure should recognize each department’s needs, regardless of size

### 3. Administration

#### The reviewers observed the following strengths:

- Relationships
  - Morale of faculty, students and staff
    - Collegiality across program lines; “impressive” “atmosphere of collaboration, mutual respect, knowledge about each other’s work, and interest in the welfare of each other’s students”
    - High morale
    - “Staff are proud of their accomplishments and look forward to opportunities to grow their programs”
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - Department’s central role in and department-wide commitment to Institute of Human Development strengthens existing commitment to policy, research and practice
    - Department has “considerable wisdom” to offer in the reconfiguration of the BEd program (e.g. model of Child Study and Education program with infusion of research into teaching and student preparation; faculty expertise in early childhood, literacy, math and social development, and bilingualism)
  - Relationships with external government, academic and professional organizations
    - Work with community partners informs research and influences student training in practice programs
    - “Clear evidence” of positive relationships with community representatives
    - School and Clinical Child Psychology program has “strong partnership” with Toronto District School Board (TDSB)
  - Social impact in terms of outreach and impact locally and nationally
    - “Community funders” value department’s contributions to efforts to address social and educational problems
- Organizational and financial structure
  - Reviewers “strongly applauded” decision to bring Counselling Psychology program together with three other psychology programs in a single department
  - “Enormous efficiencies” realized by infusing research into teaching and student work
  - Opportunities for new revenue generation
    - Proposal for international Flex PhD program could bring new resources
- Planning / Vision
  - New department configuration very well aligned with departmental and divisional missions; “strategic convergence” of teaching, research and supervision activities benefits students and faculty
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Department “clearly...in upper echelon” of North American education programs

#### The reviewers identified the following areas of concern:

- Relationships
  - Morale of faculty, students and staff
    - Anxiety about faculty renewal and succession planning
    - Staff expressed need for more information regarding post-merger staff complement
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - Reviewers “puzzled” by absence of representatives from U of T psychology department during their visit

**The reviewers made the following recommendations:**

- Relationships
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - “Considerable potential” for strengthening alignment between undergraduate and graduate programs, but consider current limitations on human resources before making new commitments to the BEd program and/or other undergraduate activities
    - Reviewers “wonder whether explicit efforts to build stronger relationships” with U of T psychology department could be “mutually useful”
  - Relationships with external government, academic and professional organizations
    - Community relationships could be enhanced through more aggressive public relations program, extending beyond Ontario, highlighting department’s unique contributions, services to the community, and its model for teacher education (i.e. Child Study and Education program)
    - Reviewers “strongly encourage” “pioneering” consortium (partnership between School and Child Clinical Psychology program, Toronto District School Board and Centre for Addictions and Mental Health) to prepare a CPA accredited internship site; consortium “is the first of its kind in Canada”; promises to fill “huge gap in services”
  - Social impact in terms of outreach and impact locally and nationally
    - Capitalize on “notable accomplishments” of Child Study and Education faculty in influencing policy
- Organizational and financial structure
  - Opportunities for new revenue generation
    - Consider recovering clinic costs from student fees (“recognizing the important service to the university rendered” by the participating programs)
    - Lab School should consider charging overhead for use of school as site for research
    - Proposal for international Flex PhD should be strongly encouraged, but should be part of a “much broader endeavor focused on international thinking and globalization”

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
University of Toronto

September 5, 2012

Dear Cheryl,

Thank you for the summary of the review report and your request for the decanal response to the external review of the following programs housed in the Department of **Applied Psychology and Human Development (APHD)**: Child Study and Education (MA); Counselling Psychology (MA, M.Ed., EdD, PhD); Developmental Psychology and Education (MA, M.Ed., PhD); School and Clinical Child Psychology (MA, PhD). Your comments and observations are greatly appreciated.

The review of the programs within APHD took place at a time of significant change for OISE—that is during the process of departmental restructuring that took the best part of 2011-2012. The Department brings together all psychology programs at OISE and provides greater synergies among and between psychologists at the Institute. The four Psychology programs are unified by a fundamental commitment to human development across the lifespan, and to excellence in academic and professional training in psychological, educational, cross-cultural and policy aspects. I congratulate the Department leadership, faculty, staff, and students for embracing this exciting opportunity and demonstrating a collective commitment to making APHD a success.

Everyone involved appreciates the contribution of professors Borgen (University of British Columbia), Snow (Harvard University) and Vaillancourt (University of Ottawa) in their role as external reviewers for the Department of Applied Psychology and Human Development. Their report represents an accurate review of the challenges and opportunities facing the new Department, and all agreed that the review signifies an excellent opportunity to celebrate successes and identify areas for quality improvement.

What follows is my response to the points raised in your letter dated July 6, 2012, developed following consultation with Associate Deans, Academic Directors and the Department Chair.

## STUDENT RECRUITMENT

- *The reviewers recommended that the programs find ways to help generate an increasingly diverse applicant pool.*

### Actions taken/to be taken

One of the priorities that emerged from strategic planning is OISE's renewed focus and commitment to equity and diversity. Enhancing the diversity—for example, by increasing the representation of aboriginal students—needs to be a concerted effort among stakeholders. While the two clinical programs within APHD are required to monitor and enhance diversity as a vital component of accreditation, additional measures to increase diversity will be implemented across the Institute. With a mandate to advise the Dean on policies and practices relating to aboriginal education, as well as equity and accessibility in all areas at OISE, the recently appointed special advisors to the Dean will work with the Registrar's Office, School of Graduate Studies and our academic departments to develop admissions, enrolment and recruitment strategies that will increase the diversity of our student population in all programs.

### Expected Outcomes

New admissions and recruitment guidelines for OISE will be established in 2012-2013. Thereafter, all departments including APHD will implement them.

### Expected Impact

Improving our recruitment, admissions and retention strategies will allow OISE to maximize its efforts to attract applicants from diverse populations, and increase our ability to graduate students that reflect the diversity of our schools and communities.

- *They further identified opportunities for growing the program to meet community needs for school psychologists.*

### Actions taken/to be taken

The enrolment depends on the Department's capacity to deliver the Program. In line with the reviewers' recommendation that—given the shortage of school psychologists and clinical child psychologists in Canada, the program needs to be well staffed in order to increase enrolment—the Dean has requested that the Department develop a five-year faculty renewal plan. Currently all four departments are developing five-year enrolment plans.

### Expected Outcomes

By October 2012, the Department will develop a five-year faculty renewal plan with the School and Child Clinical Psychology program identified as the area of priority. In its enrolment plan, APHD will consider the distribution of BIU funded spaces across programs.

### Expected Impact

In addition to initiatives recently undertaken to improve the quality of the program (i.e. the development of the Internship Consortium in partnership with TDSB and CAMH), faculty renewal in the area of School and Child Clinical Psychology will enhance the teaching capacity and could also positively impact enrolment.

## CURRICULUM

- *The reviewers commented that core courses were sometimes too small to be optimally effective and commented on the expressed desire of students for additional courses in specific areas.*

### Actions taken/to be taken

- (1) The Department will address the issue of class size by:
  - Balancing larger and smaller classes to optimize the educational opportunities for students in the various programs, while maintaining commitment to quality;
  - Increasing the number of students enrolled in the M.Ed. programs to a maximum of 40-60 students;
  - Establishing three-year course planning in order to offer some courses every other year to increase enrolment; and
  - Delivering some courses online.
- (2) In light of the aspirations of the Psychology Programs at UTSC and OISE, the Counselling Psychology Program at OISE and the Department of Psychological Clinical Science at UTSC will offer a graduate program in Counselling and Clinical Psychology jointly. This will be undertaken in a manner that is commensurate with the affinity and established interconnectedness among the other programs in each department.

### Expected Outcomes

By the end of the fall term 2012-2013, the Department will develop a 3-year course calendar that attends to the points above; and it is expected that the MOU, name change, and the program modification to the Counselling Psychology Program that describes a new concentration of study will be approved at OISE and UTSC.

### Expected Impact

It is expected that these changes will have a positive effect on class size, viability and variety of course offerings as well as on the Department's capacity to deliver them.

## PROGRAM DEVELOPMENT AND SCOPE

- *The reviewers commented on the potential for strengthening the alignment between undergraduate and graduate programs. Particularly they indicated that the skills of the Child Study in Education program in the domains of early childhood development, literacy development, bilingualism, math development, and social development should be made accessible to undergraduate teacher education students.*

### Actions taken/to be taken

First, departmental restructuring at OISE has resulted in comprehensive departments responsible for contributing to both graduate and undergraduate programs, teacher education and research. Second, consistent with the OISE Strategic Plan 2011-2015 and outcomes of the Working Session on Teacher Education held on June 1, 2012, the Associate Dean, Programs has struck a Task Force with a mandate to investigate models for the realignment of Initial Teacher Education and Graduate Education at OISE.

### Expected Outcomes

In 2012-2013 the Task Force will articulate models for the realignment of Teacher Education and Graduate Education at OISE to be presented to the OISE community who will select the model that will best facilitate the full integration of Teacher Education within our academic departments. The new model will enable the Department of Applied Psychology and Human Development to make a significant contribution to Teacher Education at OISE and the University of Toronto by applying its expertise in Child Study and Education.

### Expected Impact

A new structural model will contribute to an invigorated teacher education program at OISE, the one that builds on strengths of each department, including the APHD's expertise in Child Study and Education.

## RESOURCES

- *The reviewers highlighted the urgency of faculty renewal and emphasized the extent to which faculty are committed to making decisions concerning priorities collectively.*

### Actions taken/to be taken

Over the summer, the Dean, Associate Deans and the Chairs established principles for faculty renewal. The principle-based approach will facilitate transparency and planning for faculty renewal that is aligned with OISE's Academic Plan and strengthens the quality of programs. It will allow the Department to consider its teaching capacity while maximizing the involvement of its full-time continuing faculty.

### Expected Outcomes

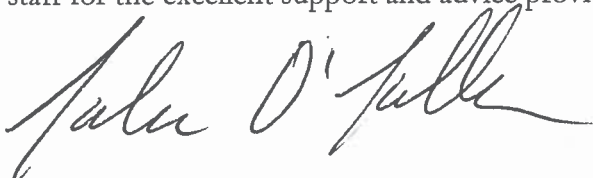
The Department will develop a fiscally responsible five-year faculty renewal plan by October 2012.

### Expected Impact

Strengthening our faculty complement by recruiting and retaining outstanding faculty members to support our academic plan will allow OISE to achieve sustainable excellence in the delivery of our programs.

I trust that this addresses the main points of concern. Please contact me if you have any questions or require additional information. Meanwhile, on behalf of the OISE community, I want to take this opportunity to thank you and your office staff for the excellent support and advice provided to us during the review process.

Sincerely from,



Julia O'Sullivan, PhD  
Professor and Dean, OISE

## REVIEW SUMMARY

<b>Division/Unit under review:</b>	<i>[review of programs only; as of July 1, 2012, programs belong to Department of Leadership, Higher &amp; Adult Education, Ontario Institute for Studies in Education of the University of Toronto]</i>
<b>Commissioning Officer:</b>	Dean, Ontario Institute for Studies in Education of the University of Toronto
<b>Program(s) under review:</b>	Curriculum Studies and Teacher Development (MA, MEd, PhD) Elementary and Secondary Education (MT) Second Language Education (MA, MEd, PhD)
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Juanita Epp, Professor, Graduate Studies and Research in Education, Lakehead University</li> <li>2. Dr. Wayne Martino, Professor, Faculty of Education, University of Western Ontario</li> <li>3. Dr. Christine K. Sorensen, Professor and Dean, College of Education, University of Hawaii at Manoa (via distance)</li> <li>4. Dr. Larry Vandergrift, Professor, Official Languages and Bilingualism Institute, University of Ottawa</li> </ol>
<b>Date of review visit:</b>	March 5-6, 2012

<b>Previous Review Date:</b>	2007: Department of Curriculum, Teaching and Learning (University of Toronto department review)
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>1. Graduate Programs</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Full-time students pleased with their programs and University financial support; good sense of community</li> <li>• MT appears to satisfy students and faculty</li> <li>• Second Language Education: high quality, internationally recognized research training programs</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Some part-time MEd students feel they have less status and resources than other students</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Distinctions between MT, MEd and MA need to be clarified in informational materials</li> <li>• Identify opportunities for students to teach in order to gain experience</li> <li>• Consider giving more attention to part-time students' needs</li> <li>• Consider more courses in theory and research methods</li> <li>• MEd/PhD programs need continued evaluation and clearer identities</li> <li>• Consider extending MT program to secondary education</li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Recently appointed faculty members are academically strong, contribute to programs</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Lack of administrative support, large size of department</li> </ul>

	<p>limit capacity for collaborative and interdisciplinary research</p> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Second Language Education: new hiring necessary to maintain quality and reputation</li> </ul> <p><b>3. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong leadership; enormous positive impact on department</li> <li>• Welcoming, supportive department culture, focused on mentoring</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Tensions between initial teacher education and graduate programs</li> <li>• Some faculty indicated that those who are not garnering large grant awards have disproportionate responsibilities for running teacher education program</li> </ul>
<b>Recent OCGS Review(s) Date:</b>	<p>2004: Curriculum Studies and Teacher Development (Good Quality), Second Language Education (Good Quality)</p> <p>2005: Elementary and Intermediate Education (restructured program Approved to Commence)</p> <p>2008: Elementary and Secondary Education (Secondary field Approved to Commence; name change approved)</p>

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
 Self-study & Appendices  
 Towards 2030 Framework  
 OISE Strategic Plan 2011-2015, Strategic Plan Appendix & Progress Report  
 About the University of Toronto Institute for Human Development  
 OISE's new Organizational Chart  
 Timeline of OISE's Goals & Priorities 2010-2012

### CONSULTATION PROCESS:

While at OISE, the reviewers had meetings with a broad range of constituents including faculty, students, staff and external stakeholders, which provided them with the opportunity to hear a wide range of views. Specifically they met with OISE's senior academic leadership team including the Dean, Associate Deans, Academic Directors and Chairs of other departments. They also met with Departmental leadership including the Chair, associate Chair and program coordinators, and representatives from the Aboriginal Advisory Council.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The 2011-12 reviews of all 12 OISE graduate programs were conducted in the context of OISE's departmental restructuring process (approved by University of Toronto Governing Council February 16, 2012). These graduate program reviews were bundled according to the department structure that came into effect on July 1, 2012. The graduate programs in Curriculum Studies and Teacher Development, Elementary and Secondary Education, and Second Language Education continue to be offered by the Department of Curriculum, Teaching and Learning.

### 1. Graduate Programs (Curriculum Studies and Teacher Development (MA, MEd, PhD); Elementary and Secondary Education (MT); Second Language Education (MA, MEd, PhD))

## A. Overarching Commentary on Programs

### The reviewers observed the following strengths:

- Overall quality
  - Department and programs are highly regarded within OISE, as part of the school-based community and around the world
  - Quality of programs compares favorably with similar programs in Canada and North America
- Objectives
  - Department committed to excellence in programming, support for student learning, innovation and creativity
  - Department committed to change and further innovation in program structure as evidenced by proposal for three clusters (Critical Studies in Curriculum and Pedagogy, Teaching and Learning, and Language and Literacies) that facilitate future planning and restructuring of current programs to draw on faculty strengths
- Curriculum and program delivery
  - Faculty deeply committed to nurturing graduate students
- Quality indicators
  - Students “consistently used the phrase ‘I feel so lucky to be here’ when describing their experiences”
  - Students find faculty members “approachable, usually in the building, and doors open”
  - Students feel their contributions are valued and concerns welcomed and addressed as soon as possible
  - Many students successful in OGS scholarship and SSHRC doctoral fellowship competitions
- Support
  - Students value seminars and workshops that guide them in applying for research funding and coach them on building CVs
- Faculty resources
  - Capacity exists within CTL and across departments to create and sustain proposed cluster in Language and Literacies
- Physical resources
  - Some progress made in updating classrooms since last review, including facilities for interactive videoconferencing

### The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Tensions between breadth and depth of programming
  - Doctoral students concerned about lack of opportunity to build professional capacity through teaching in initial teacher education programs
  - Department has not kept pace with international peers in terms of opportunities for online programs

### The reviewers made the following recommendations:

- Objectives
  - Reviewers concur that proposed clusters could support research capacity and interdisciplinary collaboration; allow for depth/specialization, capitalize on individual faculty strengths, attract students
  - Encourage openness to further change in ongoing discussions regarding program structure
  - Continue to build synergistic possibilities across and within programs and departments to foster cross-program collaboration
  - Consider including the MT in three-cluster proposal
- Curriculum and program delivery
  - As part of the discussion about clusters, department should “seriously reconsider” curricular offerings to address issues regarding student access to courses, resolve tension between breadth and depth, reduce duplication, and ensure courses are relevant and faculty resources are available
  - Foster development and incorporation of core courses on Aboriginal Education within the context of Curriculum Studies and teacher education



- Explore ways for qualified doctoral students to teach within initial teacher education programs to develop skills necessary for academic careers
- Enrolment
  - Potential for further growth in the MT, M.Ed., and Flex PhD programs that serve practitioners and those who can only attend part-time
- Student funding
  - As mix of students changes over time (following trends of growth in practitioner programs and part-time students) consider financial aid opportunities for these students
  - As OISE commits to better serving indigenous and other underrepresented student populations, consider financial support for these candidates
- Physical resources
  - Reviewers saw ongoing need to replace aging equipment, improve classroom (especially to integrate more technology) and social space

## **B. Commentary on Curriculum Studies and Teacher Development (CSTD: MA, MEd, PhD)**

### **The reviewers observed the following strengths:**

- Overall quality
  - Program serves as model for others in terms of program development and innovation and support for research grant writing
- Objectives
  - Faculty committed to serving multicultural, multi-racial and multi-sexual urban populations by addressing equity in urban educational contexts in the curriculum
- Admissions requirements
  - Admission requirements consistent with other leading research intensive universities in Canada
  - Students confirm admission requirements consistent with program's learning outcomes
- Curriculum and program delivery
  - Curriculum reflects current state of the discipline
  - Breadth of courses enables teaching of generalist and specialist topics
  - Students value doctoral colloquium: builds community and dialogue with faculty and peers; feel it should be compulsory
  - Flex/part-time students affirm both on-line face-to-face delivery methods
  - Opportunities exist for student learning beyond the classroom
- Quality indicators
  - Students find teaching excellent, program rigorous, rich; feel that faculty and student peers play key role in quality of student experience; find faculty and staff supportive, approachable
- Students
  - Students value Student Association for professional and social support
- Support
  - Well-coordinated program; connects faculty and students to wider university support services
- Faculty resources
  - Strong new faculty
  - Strong combination of theorists and methodologists

### **The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Students frustrated that listed courses were not regularly available
  - Some faculty concerned that breadth of offerings sacrifices depth, particularly regarding specialization in literacy based research and teaching
  - Some faculty feel CTL1000 and comprehensive exam need revision/reassessment of purpose
  - Challenges for flex/part-time students regarding program suitability and student involvement/inclusion
  - Flex/part-time students indicate that on-line courses are not valued by collaborative programs they are involved in external to OISE
- Support

- Some students would like more specific orientation at outset given size of department and OISE
- Faculty resources
  - Faculty and students see need for new hires of international scholars to ensure continuing quality of educational experience, teaching and graduate supervision in the program and department overall
- Physical resources
  - Students note aging building and need for renovations and technological updates to classrooms

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Program should not attempt to be “all things to all students”; some further specialization should be required
  - Program could be further enhanced by offering a core course on Aboriginal Education, with a focus on building teacher knowledge about First Nations, Inuit and Métis populations in Canada, in alignment with U of T mission statement and OISE strategic plan

**C. Commentary on Elementary and Secondary Education (MT)**

**The reviewers observed the following strengths:**

- Objectives
  - “Unique” opportunity to complete requirements for Initial Teacher Education and master’s degree simultaneously
  - “Innovative” juxtaposition of theory with practice that provides students with several pathways of opportunity in both teaching and academics, in keeping with OISE and U of T objectives
  - Students well prepared for teaching as well as future academic opportunities
- Admissions requirements
  - Requirements in keeping with dual focus of teacher certification and graduate scholarship
  - Requirements “stringent” due to large numbers of applicants; ensures student success
- Curriculum and program delivery
  - Students satisfied with program’s structured nature; found theory component valuable for honing research skills
  - Students supported by cohort structure, especially during practicum
  - “Envious” position if Ontario expands requirements for initial teacher education; program may already contain necessary components
  - Students value practical placements highly; doubled practicum component increases opportunity
- Quality indicators
  - Many students receive Ontario Graduate Scholarships; students receive other external awards on par with other OISE students
  - Increasing demand for program; increased interest in Intermediate/Senior option
- Students
  - Students identify “Pepper” platform (a new communication technology tailored specifically for program) as “invaluable” for streamlining communication with students, building community and enhancing program quality
  - Students in second year mentor first year students

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Some students feel research expectations could be more clearly articulated and aligned with goals after graduation
  - Separate placement process, schedule, requirements and circumstances for MT and BEd students “causes understandable confusion and misinformation”

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider connections with BEd programs for teacher preparation component and further connections with CSTD for research component to increase breadth in programming
  - Faculty will need to reflect on how any provincial changes to initial teacher education will impact program's academic components
  - Consider harmonizing MT and BEd placements
- Support
  - Consider clarifying and providing more direct guidance regarding duality of opportunities provided by MT (i.e. graduates can become teachers or academics)
  - Consider extending Pepper platform to department and possibly OISE activities

#### **D. Commentary on Second Language Education (SLE: MA, MEd, PhD)**

##### **The reviewers observed the following strengths:**

- Overall quality
  - Program's international stature has brought OISE "significant international exposure and acclaim"
  - All degree options foster excellence in research and in teaching
- Curriculum and program delivery
  - Thesis students benefit from working as research assistants with, and being mentored by world-class scholars
  - M.Ed. students benefit from exposure to world-class scholars and from program's academic rigor
- Assessment of learning
  - PhD students appreciate different options for comprehensive examination
- Quality indicators
  - Program's profile generates large number of applications from students worldwide
  - Very selective admissions
  - High quality of admitted students evidenced by external scholarships success rates, "significant publication activity and participation at major applied linguistics conferences"
  - Excellence in teaching manifest in high student satisfaction with courses
  - Students feel privileged to be part of program; feel very supported and included in scholarly community; feel they have references from a "dream team"; appreciate program's rigor, opportunities for interdisciplinary work

##### **The reviewers identified the following areas of concern:**

- Objectives
  - Program particularly vulnerable due to recent and anticipated faculty retirements
  - Reviewers saw "some apprehension" about program restructuring through proposed languages and literacies cluster and potential of losing current emphases on language development and linguistics
- Curriculum and program delivery
  - Students (especially MEd) concerned about course availability; catalogue does not reflect actual offerings
- Support
  - New students would appreciate initial orientation

##### **The reviewers made the following recommendations:**

- Objectives
  - Reviewers affirm proposal to reorient program's mandate and affiliation under Language and Literacies cluster (with broader focus merging first language literacy with second language studies) to gather critical mass of scholars and enhance funding possibilities ("everyone acknowledges that the program needs to be reconceived" given retirements)
  - Explore entrepreneurial initiatives drawing on faculty expertise, e.g. online part-time or full-time M.Ed. degrees focused on ESL teaching, focused on international or remote Canadian students, to meet huge worldwide demand; could include opportunities for doctoral student teaching experience

## 2. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Many “world-renowned” faculty; active leaders in their fields
  - SLE: faculty are world leaders in their fields as demonstrated by research funding levels, a (tier one) Canada Research Chair, quantity and quality of scholarly output, international leadership given to applied linguistics field, awards conferred and invitations received to deliver keynote addresses worldwide
  - SLE: “key concepts found in current curriculum materials and theories of language learning either emerged from or were substantially developed by research by SLE faculty”
- Research
  - Department has proactively identified research themes and sought grants aligned with those
  - Outstanding level of research productivity and output by both national and international measures (e.g. external grant funding success rates, extensive research publications in international top-tier refereed journals, books and book chapters in top academic presses)
  - Faculty show leadership and provide opportunities for research mentorship of junior faculty and graduate students through international refereed journals housed in department, and other faculty editorial positions
  - On-line refereed journal of Classroom Research in Literacy, edited by department faculty member, shares classroom-based research in teaching community, provides forum for graduate students to publish; editorial board includes MT and B.Ed. students, as well as practicing classroom teachers and school administrators, allows students to connect theory and practice and make links with schools and practitioners
  - MA and PhD students are enfolded into the research activity of faculty and mentored in publishing and grant applications; often participate in projects from inception to completion; invited to attend conferences, present findings, and co-author publications with faculty
  - Structurally and administratively, more emphasis and support have been given to research, and much progress has been made
- Faculty
  - Junior faculty have strong potential for growth; well supported by competitive grants
  - Mentorship of junior faculty by established faculty, including teaching and research
  - Faculty praise support of central teaching support centre

### The reviewers identified the following areas of concern:

- Faculty
  - Significant number of retirements of productive and internationally renowned faculty
  - SLE: Junior faculty would like opportunities to be co-investigators in external grant applications with established faculty
  - SLE: faculty feel stretched to deliver quality program

### The reviewers made the following recommendations:

- Research
  - Explore ways to better integrate part-time and undergraduate students into research culture
- Faculty
  - “Huge” need for new faculty, especially if ESL component is developed for BEd and MT
  - When building research capacity continue to consider implications for interdisciplinary and cross-departmental collaborations and program synergies (key strengths include equity, multilingualism/multiliteracies, urban education and diversity)

## 3. Administration

### The reviewers observed the following strengths:

- Relationships

- High level of respect, admiration, interest in others throughout department; faculty deeply committed to collegial and supportive culture; optimistic for department's future
- Staff feel they are integral part of unit
- Efforts to enhance collaboration across program areas appear to be working
- Positive attitude toward OISE departmental restructuring and OISE strategic plan; departmental restructuring has ensured faculty were familiar with the work being done in other OISE departments and increased opportunities for collaboration
- MT and CSTD have connections to BEd programs
- CTL research centres provide opportunities for student involvement in research and support outreach, collaboration and research initiatives that extend beyond departmental boundaries (e.g. Centre for Urban Schooling, connects researchers and practitioners in initiatives to support practice within urban school settings)
- International connections maintained at many levels
- Clear evidence of impact locally, nationally and internationally in terms of program innovation, teaching and research
- Organizational and financial structure
  - Organizational structure and administrative and governing structures appear to be meeting programs' needs
  - Since last review, department space has been renovated, realigned to support academic programs
  - Since last review administrative improvements include electronic calendaring and document scanning
  - Staff play vital and integrated role supporting faculty and students, and contribute to the success of the programs
- Planning / Vision
  - Department vision well aligned with U of T's
  - Department well positioned to face future challenges

**The reviewers identified the following areas of concern:**

- Relationships
  - SLE: uncertainty about program's future impacts morale
  - Not all teaching staff feel equally included in department
  - Current faculty expertise is not well aligned with BEd programs
  - Limited number of faculty participate in BEd; concern that those without active grants participate disproportionately
  - Administrative staff indicate that there has not been coordinated approach to fostering interdisciplinary programs and internationalizing programs
- Organizational and financial structure
  - Some tension between need for flexible resources within the department and more centralized control over a variety of resources
  - Staff indicate need for streamlining communication with students across different departments and programs, given number of list serves, etc.

**The reviewers made the following recommendations:**

- Relationships
  - Explore ways to better integrate all teaching staff in community building strategies and faculty support initiatives
  - Re-think possibilities to improve connections between graduate research programs and field-based initial teacher education programs and ensure that programs enhance each other while supporting masters and doctoral students (e.g. MT: opportunities to draw on program's unique qualities and augment offerings as requirements for initial teacher certification change; support ESL component in initial teacher education programs if provincial curriculum is revised)
  - Consider on-going mechanism to assist in interdepartmental interaction, facilitate movement between departments and support interdepartmental research initiatives
  - Consider enhancing interdisciplinary research in areas such as language development, neurolinguistics, and equity and social justice education with scholars from other faculties through Institute of Human Development (IHD)

- Explore ways to enhance school-based research by better connecting research centres and BEd programs
- Centre for Urban Schooling could be useful in the dissemination of research important to OISE's Aboriginal initiatives
- Consider developing coordinated approach to fostering interdisciplinary programs and internationalizing programs
- Proposed "Languages and Literacies" cluster could create opportunities to work with Ministry of Education and federal/corporate agencies on literacy and language issues
- Organizational and financial structure
  - Consider flexible organizational structure that allows faculty members interested in psycholinguistic dimensions of language learning to affiliate with new department of Applied Psychology and Human Development but still teach and supervise in CTL within the proposed "Languages and Literacies" cluster
  - Consider ways to keep technology current and improve facilities and infrastructure (necessary to support possible growth and entrepreneurial models)
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Consider identifying benchmark programs in similar research intense institutions of similar size to support comparisons in future reviews

#### **ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
University of Toronto

September 5, 2012

Dear Cheryl,

Thank you for the summary of the review report and your request for the decanal response to the external review of the following programs housed in the Department of **Curriculum, Teaching and Learning (CTL)**: Curriculum Studies and Teacher Development (MA, M.Ed., PhD); Elementary and Secondary Education (MT); Second Language Education (MA, M.Ed., PhD). Your comments and observations are greatly appreciated.

The review of the programs within CTL took place at a time of significant change for OISE—that is, during the process of departmental restructuring that took the best part of 2011-2012. The Department's internal disciplinary coherence reflects an area of scholarship that is part of a long established tradition at the core of studies in education. While CTL was the department least affected by the restructuring, the Department leadership, faculty and staff exhibited a great level of openness to change as the Department and its programs engaged in the process of rethinking their mandate and their relationship with each other. I congratulate them on embracing this exciting opportunity.

Everyone involved appreciates the contribution of Professors Epp (Lakehead University), Martino (University of Western Ontario), Sorensen (University of Hawaii at Manoa) and Vandergrift (University of Ottawa) in their role as external reviewers for the Department of Curriculum, Teaching and Learning. Their report represents an accurate review of the challenges and opportunities facing the new department, and all agreed that the review signifies an excellent opportunity to celebrate successes and identify areas for quality improvement.

What follows is my response to the points raised in your letter dated July 6, 2012, developed following consultation with Associate Deans, Academic Directors and the Department Chair.

## CURRICULUM

- *The reviewers emphasize the need to restructure current programs to build on faculty research and teaching strengths.*

### Actions taken/to be taken

In order to build on synergies across and within programs in terms of curriculum development, faculty in all three of the CTL's programs have embarked on a strong and on-going process of self-evaluation, renewal and restructuring to explore how best to build on faculty research and teaching strengths.

### Expected Outcomes

In 2012-2013, the Department will develop proposals for modifying its programs as follows:

- (1) The program in Second Language Education (SLE) will be reoriented and renamed Language and Literacies Education (LLE) effective July 2013; and

- (2) Two concentrations within the Curriculum Studies and Teacher Development (CSTD) program will be proposed (i.e. Critical Studies in Curriculum and Pedagogy, and Teaching and Learning) effective July 2014.

### **Expected Impact**

While the change from Second Language Education to Language and Literacies Education will better reflect the focus on wider issues of literacy and languages, the two concentrations in CSTD will better align with faculty expertise and address emerging issues in the field.

- *The reviewers recommended a re-examination of course offerings to ensure appropriate coverage and ongoing viability. They noted that listed courses are not always available and that there needs to be balance between the breadth and depth of course offerings. As part of this they recommended new programming relating to Aboriginal Education and a reorientation of Second Language Education.*

### **Actions taken/to be taken**

Faculty have initiated curriculum review by examining existing and proposed new course offerings and delivery modes including class size and online delivery of courses. Faculty have discussed the importance of introducing programming in Aboriginal Education and agreed that making this a priority for faculty renewal in CTL will strengthen the Department's capacity to offer courses in this area.

### **Expected Outcomes**

In 2012-2013, the Department will develop a three-year course calendar for all CTL programs.

### **Expected Impact**

Enhanced academic strength and integrity of the programs and continued leadership in the field.

## **PROGRAM DEVELOPMENT**

- *The reviewers commented on the potential for strengthening the alignment between the unit's graduate programs and Initial Teacher Education.*

### **Actions taken/to be taken**

First, departmental restructuring at OISE has resulted in comprehensive departments responsible for contributing to both graduate and undergraduate programs, teacher education and research. Second, consistent with the OISE Strategic Plan 2011-2015 and outcomes of the Working Session on Teacher Education held on June 1, 2012, the Associate Dean, Programs has struck a Task Force with a mandate to investigate models for the realignment of Initial Teacher Education and Graduate Education at OISE.

### **Expected Outcomes**

In 2012-2013, the Task Force will articulate several new models for the structural reorganization of Teacher Education and Graduate Education at OISE. The models will be presented to the OISE community, who will choose the model best suited to facilitating the realignment of Teacher Education and Graduate Education. It is anticipated that the selected model will enable the Department to increase its contribution to Teacher Education at OISE.

### **Expected Impact**

A new structural model will contribute to an invigorated Teacher Education program at OISE, the one that builds on the strengths of each department, including CTL's expertise in the Master of Teaching program.



- *The reviewers highlight the need to foster interdisciplinary and cross-departmental collaborations and synergies in program planning and development as well as research.*

### **Actions taken/to be taken**

The Department will work with the Office of the Associate Dean, Research, the Associate Dean, Programs and other departments to increase inter-departmental and inter-disciplinary collaboration by:

- Capitalizing on the opportunities for faculty research associated with OISE's lead in the University of Toronto Institute for Human Development;
- Establishing incentives for new and emerging interdisciplinary/interdepartmental research groups;
- Ensuring that our research centres are sustainable and current by conducting a full review of their productivity, visibility and functioning; and
- Building on the synergies that are expected from the realignment of Teacher education and Graduate Education to build interdisciplinary and cross-departmental collaborations in program planning.

In addition, the Associate Dean, Programs has introduced activities that will facilitate inter-departmental collaboration in program planning and development. For example, a collaborative review of macro and micro issues such as faculty student ratios, degree options (e.g. academic masters compared to professional masters), and delivery options (e.g. in-class vs. online). Proposed program modifications will be facilitated by the Associate Dean, Programs and the Academic Director, Graduate Education and will include the participation of the Chairs and program coordinators from all four Departments.

### **Expected Outcomes**

In addition to the departmental initiatives aimed at strengthening the research culture within the Department, the above mentioned Institute-wide initiatives will enhance interdisciplinary and inter-departmental collaboration in research and programs.

### **Expected Impact**

Institute-wide research priorities will be clearly identified resulting in enhanced research capacity, increased research funding and support for outstanding doctoral students, as well as strengthened and revitalized programs.

### **RESOURCES**

- *The reviewers recommended assessing the nature of teaching staff resources in the department.*

### **Actions taken/to be taken**

Over the last two years, the number of contracted instructors has increased in the Master of Teaching program, much of which is now delivered by non-continuing faculty. In order to increase the program quality, a better balance of continuing and part-time instructors is required. Over the summer, the Dean, Associate Deans and the Chairs established principles for faculty renewal. The principle-based approach will facilitate transparency and planning for faculty renewal that is aligned with OISE's Academic Plan, and will allow the Department to review its teaching capacity while maximizing the involvement of its full-time continuing faculty.

### **Expected Outcomes**

The Department will develop a fiscally responsible five-year faculty renewal plan by October 2012.

### Expected Impact

Improving the balance of contract instructors and full-time continuing faculty in the Master of Teaching program will increase the program quality.

- *The reviewers emphasized the need for the development of effective enrolment strategies for the proposed expansion of the MT, M.Ed. and Flex PhD programs that meet the needs and demands of students and external stakeholders while balancing resources (i.e. staffing).*

### Actions taken/to be taken

To address the planned expansion of the MT, M.Ed. and Flex-time PhD programs while balancing the supply and demand and ensuring adequate staffing, in 2012-2013, the Department will develop a 5-year recruitment and enrolment management strategy that will address the following:

- Adopt a mentorship model for the admission of PhD students (i.e. a supervisor assigned at admission based on the match between the student's expressed research interest and the supervisor's expertise);
- Ensure enhanced and concerted recruitment efforts mindful of the demand for graduates in certain areas and the Department's capacity to deliver programs of excellent quality;
- Increase diversity among the student population;
- Nurture creative and effective doctoral stream planning;
- Enhance the educational experiences of graduate students through a more creative approach to funding packages; and
- Optimize the balance of part-time and full time students.

### Expected Outcomes

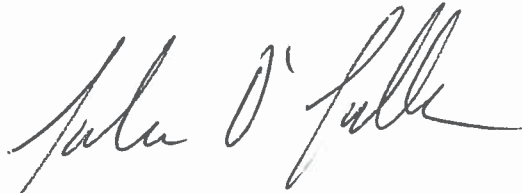
Sustainable programs of excellent quality that are relevant and continue to provide leadership to the field.

### Expected Impact

Programs that better meet the needs of our students and communities we serve.

I trust that this addresses the main points of concern. Please contact me if you have any questions or require additional information. Meanwhile, on behalf of the OISE community, I want to take this opportunity to thank you and your office staff for the excellent support and advice provided to us during the review process.

Sincerely from,



Julia O'Sullivan, PhD  
Professor and Dean, OISE

## REVIEW SUMMARY

<b>Division/Unit under review:</b>	<i>[review of programs only; as of July 1, 2012, programs belong to Department of Humanities, Social Sciences and Social Justice Education, Ontario Institute for Studies in Education of the University of Toronto]</i>
<b>Commissioning Officer:</b>	Dean, Ontario Institute for Studies in Education of the University of Toronto
<b>Program(s) under review:</b>	History and Philosophy of Education (MA, MEd) Sociology in Education (MA, MEd, EdD, PhD)
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Kal Alston, Senior Vice President for Human Capital Development and Professor of Cultural Foundations of Education and Women's and Gender Studies, Syracuse University</li> <li>2. Dr. Rosa Bruno-Jofré, Professor and former Dean, Faculty of Education, Queen's University</li> <li>3. Dr. Lyn Yates, Pro Vice-Chancellor (Research) and Foundation Chair of Curriculum, Melbourne Graduate School of Education, University of Melbourne</li> </ol>
<b>Date of review visit:</b>	March 22-23, 2012

<b>Previous Review Date:</b>	2006: History and Philosophy of Education (University of Toronto department review); Sociology in Education (University of Toronto department review)
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>2006: Department review (included History and Philosophy of Education)</b></p> <p><b>1. Graduate Program (History and Philosophy of Education)</b>  <b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Philosophy faculty appear integrated and interested in professional education and schooling</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Program faces difficulties with accreditation</li> <li>• Reviewers noted that they had initially understood History of Education and Philosophy of Education to be two separate programs, rather than fields within a single program</li> </ul> <p><b>2. Faculty/Research</b>  <b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Faculty confident of scholarly contributions they make to larger academy and society</li> <li>• Plan for History and Philosophy to begin to meet as one</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Seems that separate faculty identities will remain strongly in place for History and Philosophy groups</li> <li>• Number of upcoming retirements</li> <li>• Program has not been able to argue for Canada Research Chair</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• New hires with background and research connected to professional education could bring History and Philosophy groups together</li> </ul>

### 3. Administration

**The reviewers observed the following strengths:**

- Faculty seem to respect each other across groups

**The reviewers made the following recommendations:**

- Reviewers recommend that Dean and new Chair consider moving History into Curriculum Department
- Reviewers believe it would be a “terrible loss” to OISE if History and Philosophy faculty moved outside of OISE, but their role within OISE needs clarification

**2006: Department review (of single program department)**

#### 1. Graduate Program (Sociology in Education)

**The reviewers observed the following strengths:**

- Department stands out internationally in terms of reputation, research productivity, mentoring of faculty, community profile, and attractiveness to graduate students
- Reviewers “impressed with the excellence of the department”; “a very special place”

**The reviewers identified the following areas of concern:**

- Some students reported difficulties finding supervisors

**The reviewers made the following recommendations:**

- Consider reducing range of degrees
- Consider simplifying/increasing coherence of course offerings and streamlining in line with faculty resources

#### 2. Faculty/Research

**The reviewers identified the following areas of concern:**

- Reviewers very concerned about sustainability of department’s uniqueness and excellence: faculty members “stretched too thin”; very high workloads
- Not enough mid-career scholars to address need for supervisors and offset senior retirements

**The reviewers made the following recommendations:**

- Reviewers recommend hiring new mid-career faculty
- Develop faculty retention strategies

#### 3. Administration

**The reviewers observed the following strengths:**

- Department has “shared sense of ethical and epistemic commitments in practice as well as in theory”

**The reviewers identified the following areas of concern:**

- Concerns about planned devolution of budget administration
- Administrative staff “stretched too thin”

**The reviewers made the following recommendations:**

- Review viability of increasing participation in cross-university programs
- Department, in consultation with OISE, should develop a plan to enhance involvement in initial teacher education
- Reviewers recommend hiring new staff or sharing additional staff with other departments

<b>Recent OCGS Review(s) Date:</b>	2004: History and Philosophy of Education (Good Quality with Report) 2006: Sociology in Education (Good Quality)
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## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
Self-study & Appendices  
Towards 2030 Framework  
OISE Strategic Plan 2011-2015, Strategic Plan Appendix & Progress Report  
About the University of Toronto Institute for Human Development  
OISE's new Organizational Chart  
Timeline of OISE's Goals & Priorities 2010-2012

### CONSULTATION PROCESS:

While at OISE, the reviewers had meetings with a broad range of constituents including faculty, students, staff and external stakeholders, which provided them with the opportunity to hear a wide range of views. Specifically they met with OISE's senior academic leadership team including the Dean, Associate Deans, Academic Directors and Chairs of other departments. They also met with Departmental leadership including the Chair, associate Chair and program coordinators, and U of T cognates including representatives from the University of Toronto Department of Philosophy, Department of English, Institute for Women and Gender Studies, Disability Studies and Aboriginal Advisory Council.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The 2011-12 reviews of all 12 OISE graduate programs were conducted in the context of OISE's departmental restructuring process (approved by University of Toronto Governing Council February 16, 2012). These graduate program reviews were bundled according to the department structure that came into effect on July 1, 2012. The graduate programs in History and Philosophy of Education, and Sociology in Education are offered by the Department of Humanities, Social Sciences and Social Justice Education (effective July 1, 2012).

### 1. Graduate Programs (History and Philosophy of Education (MA, MEd); Sociology in Education (MA, MEd, EdD, PhD))

#### A. Overarching Commentary on All Programs

##### The reviewers observed the following strengths:

- Objectives
  - Reviewers viewed as “powerful” idea of single program “with streams and an overall focus on social justice in which multidisciplinary and emergent fields articulate with disciplinary grounding”
  - Single program concept is “grounded in previous programs of outstanding reputation, and offers a critical perspective that is lacking in most faculties of education”
- Admissions requirements
  - “Certainly appropriate”
- Curriculum and program delivery
  - Program structure, curriculum, length
    - Curriculum described in catalogue and self-study “richly diverse and represents a set of important courses”
- Quality indicators
  - Applicants and admitted students
    - Program’s “high reputation” and pursuit of “research agendas not pursued in other Faculties of Education” draw students
    - “Remarkably high” quality and quantity of applicants; demand far exceeds available spaces

- Quality of the educational experience, teaching, and graduate supervision
  - Students placed “high value” on programs previously offered
  - Students had “high regard” for faculty
- Post graduation employability
  - Many graduates are leaders in their fields (in major universities worldwide or in schools)

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Content/delivery
    - Students and faculty reported difficulty in completing degrees “in the normal course” due to staffing reductions
  - Student learning beyond the classroom
    - Students want more teaching experience; “opportunities to directly engage with those who as teachers would be influencing equity practices”
  - Student research experience
    - Opportunities to be involved in research “were quite mixed, and seemed to be related to their particular Advisor” and/or to funded/unfunded student status
- Quality indicators
  - Applicants and admitted students
    - Financial disincentives for admitting international students who would bring intellectual diversity
  - Quality of the educational experience, teaching, and graduate supervision
    - Reviewers had “less opportunity to hear from History students” during their visit
    - Students concerned about effect of “unsustainable” faculty workload on student experience
- Student funding
  - Students concerned about “some apparent anomalies in the way the flexible PhD is costed”
- Faculty resources
  - Recent reductions/attritions threaten programs’ “national and international reputation”
  - Current faculty stretched; cannot provide full range of courses in timely fashion

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Program structure, curriculum, length
    - Department “must create a new curricular model that allows for disciplinary study in philosophy, history, and sociology AND for interdisciplinary study and research, utilizing the historical strengths of critical perspectives and social justice to guide a collaborative model of program development in the streams”
    - When defining “core and spokes” of single program, “should be an opportunity to blend some of the foundational courses (as History and Philosophy have done) into a shared base for all students AND to develop a very focused curriculum for each of the spokes that can be accomplished as the faculty is built”
    - Foundation subject could be team taught and give explicit attention to “distinctive elements or traditions in approaches built from philosophy, history and sociology”
    - Ensure all students get “historical foundations of education”
    - Anticipated content of streams (some within a single discipline, others more interdisciplinary) “seems appropriate but will need good advising”
  - Content/delivery
    - Consider offering subjects on a cycle rather than annually; advertise this in advance (e.g. for the next 3 years) to allow students to plan
  - Student learning beyond the classroom
    - Investigate additional opportunities for students to gain teaching experience at U of T
- Quality indicators
  - Applicants and admitted students
    - Revisit funding of international students if possible
- Enrolment

- Develop enrolment strategy that balances MA and PhD enrolment and supervisory capacity reflects “program availability and financial support” and is “oriented towards the strands in the new department”
- Student funding
  - Revisit fee structure of flexible PhD
  - “Address the funding issue or lack of it and perceived injustice”; develop financial support for students “in all degree programs, beyond the U of T requirements for PhDs”
- Support
  - “Student academic life must be supported financially, programmatically, and with reasonable staff/faculty support”
- Faculty resources
  - Allocate resources for faculty renewal to ensure coverage in history; to address recent retirements of internationally prominent faculty; and to ensure a rounded curriculum can be delivered with good student advising
  - Ensure hires align with department’s “disciplinary and interdisciplinary goals”
  - Consider hires in “gender, disability, and (particular history of) indigenous peoples”
  - New hires should draw from international pool of applicants

### ***B. Specific Commentary Regarding Sociology in Education (MA, MEd, EdD, PhD)***

#### **The reviewers observed the following strengths:**

- Overall quality
  - Former department of Sociology and Equity Studies in Education “gave a sense of uniqueness and identity to OISE”; “has been a major international point of reference for students and scholars”
- Quality indicators
  - Quality of the educational experience, teaching, and graduate supervision
    - Students viewed department of Sociology and Equity Studies in Education as “a special place”

#### **The reviewers identified the following areas of concern:**

- Quality indicators
  - Quality of the educational experience, teaching, and graduate supervision
    - Current thesis-stream student:faculty ratio is 12.7:1, “significantly higher than in the rest of OISE”

#### **The reviewers made the following recommendations:**

- Quality indicators
  - Quality of the educational experience, teaching, and graduate supervision
    - Bring thesis-stream student:faculty ratio down to ensure continued high-quality student experience and culminating projects

## **2. Faculty/Research**

#### **The reviewers observed the following strengths:**

- Overall quality
  - Faculty work from “critical equity perspective, and creatively developing new lines of thinking is well known internationally, and would rank highly but not at the top”; in the past department ranked top two or three internationally
- Research
  - Scope, quality and relevance
    - “Commendable” that research “seems to be left largely as a private individual matter”
    - Current strengths: anti-racist and indigenous research
    - Growing areas: cultural and media studies; pedagogy of philosophy
  - Level of activity relative to national and international comparators
    - “Strong programs of research and publication are evident by a number of faculty”

- “Good spread of success with relatively small SSHRC grants”
- Faculty
  - Complement
    - Both programs have “faculty of distinction”

**The reviewers identified the following areas of concern:**

- Research
  - Scope, quality and relevance
    - Limitations of “individualized mode [of research]” include 1) lack of regular mentoring or career planning review for individuals; 2) less facilitation of joint/multi-disciplinary projects
    - Retirements in gender studies potentially weaken area of previous “great distinction”
  - Level of activity relative to national and international comparators
    - Retirements of several best known/highly funded scholars
    - “Relatively low level of publication in serious refereed journals”; “A few faculty appear not to publish at all or to publish primarily in non-peer reviewed outlets that are considered low status internationally”

**The reviewers made the following recommendations:**

- Research
  - Scope, quality and relevance
    - Reviewers encourage opportunities for all department faculty to discuss their work and future plans with a colleague/advisor, “and in some cases to be given feedback on how their cv is developing in relation to quality and their own career prospects”
    - Explore opportunities for new joint projects that “could seek higher levels of funding and provide better opportunities for students”
    - Develop “comprehensive research plan involving the entire Faculty”; centralize “incentives and mentorship resources” and support for preparation of grant applications
- Faculty
  - Complement
    - Reviewers suggest revisions to faculty annual report process, including opportunities to encourage interdisciplinary work and relations with the Initial Teacher Education program
  - Hires / Recruitment
    - Retired best known and highest funded faculty need “at least some replacing at the same level”
    - Department would benefit by attracting new appointment via Canada Research Chair
  - Complement plan, including balance of tenure-stream and non-tenure stream faculty
    - Refer to comprehensive Faculty research plan when developing long term hiring plan

### 3. Administration

**The reviewers observed the following strengths:**

- Relationships
  - Morale of faculty, students and staff
    - Faculty expressed “great hope and high expectations” that the new department shows that their work’s importance has been recognized “by the Dean and the Provost, and OISE” and that investments in faculty complement will follow to support the single program
    - “Everyone is committed to OISE and to these programs”
    - Good staff morale
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - “Strong” relationships with cognate programs at U of T, especially Department of Philosophy
    - Quality of current programs evident from meeting with external stakeholders, including faculty from elsewhere at the university; “a number of undergraduate streams (e.g. in equity studies, disability studies, women’s studies, and in philosophy of education) see the graduate programs in these areas at OISE as important and preferred destinations for



- these U of T students, and that the University would be seriously diminished by their absence”; “Aboriginal stream is particularly important”
      - Cognates interested in “continued collaborations in research and other academic projects”
      - Many faculty recruited for projects across OISE and U of T
      - “Good connections” to Initial Teacher Education program through School and Society and high school philosophy
    - Relationships with external government, academic and professional organizations
      - Philosophy interested in “continuation (and perhaps growth) of the ‘Philosophy in the high schools’ initiative”; OISE provides unique opportunity to present this training
  - Organizational and financial structure
    - Departmental restructuring “is a positive move”
  - Planning / Vision
    - Planning for new department “has been thoroughgoing and forward-looking”
    - Department aligns with OISE’s strategic plan to explore new organizational structures and “highlights distinctive and prestigious programs”
    - Consistency with University’s academic plan
      - Department aligns with University’s mission and purpose which advocates “human right to radical, critical teaching and research”

#### The reviewers identified the following areas of concern:

- Relationships
  - Morale of faculty, students and staff
    - Previous cuts/attrition and decision of History faculty not to come into new department have negatively affected student, faculty and staff morale
    - Staff “see themselves as overworking”

#### The reviewers made the following recommendations:

- Relationships
  - Morale of faculty, students and staff
    - Human resources could lead evaluation of staff complement needs
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - Single program should make good links with cognate departments in the Faculty of Arts and Science to facilitate student engagement in relevant seminars and debates
    - Revisit relationship/alignment with initial teacher education program
    - Reorganize, formalize and extend cross-appointments between departments
  - Relationships with external government, academic and professional organizations
    - Explore financial models to support tenure-stream hire to run Philosophy in the High School program
- Organizational and financial structure
  - Regarding restructuring process:
    - Establish time lines with benchmarks to complete change process
    - Academic planning should align with budget projections/decisions/enrolment plans
  - Resource allocation, including space and infrastructure support
    - Budget should be “transparent”; reviewers encourage department-based budgets and projections
  - Opportunities for new revenue generation
    - Department could provide expertise to OISE regarding “international contracts dealing with the development of anti-racist policies, Indigenous matters, gender issues, etc.”
- Planning / Vision
  - Recognize opportunity to offer internationally known program valuing humanities and social science critical perspectives on education in the context of diminishing “critical mass” in these areas in faculties of education
  - Strategic plan should include: “clear approach to internationalization, revision of policies to facilitate mobility, curricula if necessary, and the use of a virtual infrastructure”
  - Management and leadership

- Hire “senior level experienced scholar and administrator” to serve as Chair; consider external hire

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
University of Toronto

September 6, 2012

Dear Cheryl,

Thank you for the summary of the review report and your request for the decanal response to the external review of the following programs housed in the Department of **Humanities, Social Sciences and Social Justice Education (HSSSJE)**: History and Philosophy of Education (MA, M.Ed.) and Sociology in Education (MA, M.Ed., Ed.D., PhD). Your comments and observations are greatly appreciated.

The review of the programs within HSSSJE took place at a time of significant change for OISE—that is, during the process of departmental restructuring that took the best part of 2011-2012. The new Department represents a new and unique constellation of disciplines under the umbrella of humanities, social sciences and social justice education that distinguishes OISE from other faculties of education and will make a significant contribution to education broadly defined. Its development represents an opportunity to build on historical strengths of the two programs while encouraging growth of new concepts and perspectives. I laud the Department leadership, faculty, staff and students for embracing this exciting opportunity and demonstrating a collective commitment to making HSSSJE a strong and coherent scholarly community.

Everyone involved appreciates the contribution of Professors Alston (Syracuse University), Bruno-Jofré (Queen's University) and Yates (University of Melbourne) in their role as external reviewers for the Department of Humanities, Social Sciences and Social Justice Education. Their report represents an accurate review of the challenges and opportunities facing the new Department, and all agreed that the review signifies an excellent opportunity to celebrate successes and identify areas for quality improvement.

What follows is my response to the points raised in your letter dated July 6, 2012, developed following consultation with Associate Deans, Academic Directors and the Department Chair.

#### **CURRICULUM AND PROGRAM DEVELOPMENT**

- *The reviewers emphasized the need for faculty to develop a new curricular model that balances disciplinary and interdisciplinary study based on some of the program's traditional strengths.*
- *The reviewers recommended a re-examination of course offerings to ensure on-going viability and clarity for students.*
- *The reviewers suggested that the new curricular model should define the common core and strands with a focused curriculum for each of the strands, and consider offering and advertising subjects on a three-year cycle rather than annually.*

#### **Actions taken/to be taken**

The Department is in the processes of developing a new curricular model that will facilitate the disciplinary study of the Humanities including philosophy, history and sociology, and interdisciplinary study and research based on the strengths of the current programs and critical and social justice perspectives. In terms of the recommended re-examination of course offerings, faculty will undertake further course renewal and

course planning, which will allow for the development of courses that will give the program a common core and a focused curriculum. This process began with the departmental retreat in the fall of 2012 and will be completed by the end of 2012-2013.

### Expected Outcomes

- (1) A minor program modification to change the name of the Sociology of Education program to Humanities, Social Sciences and Social Justice Education was recently approved effective May 2013. The name change better reflects the focus of the program in the humanities as well as its emphasis on social justice.
- (2) A new foundation course for Masters students was developed over the summer titled: *Critical Approaches to History, Philosophy and Sociology*, which will introduce students to the history and major debates in the three fields. It will be offered first as a special topics course in the fall term of 2012. Subsequently, it will be included as a core foundation course in the program modification proposal, which will be developed in 2012-2013.
- (3) A review of all course offerings and delivery modes, including class size and online delivery of courses, will result in the development of a three-year course calendar for HSSSJE.

### Expected Impact

The establishment of a sequential curriculum with a common inter-disciplinary core and different disciplinary concentrations will blend some of the foundational courses into a shared base for all students and develop a much more focused curriculum for each of the streams. The new curricular model will ensure that students are registered in courses in both fall and winter terms, and that courses are planned and offered on a three-year cycle.

### QUALITY INDICATORS

- *The reviewers emphasized the unevenness of faculty research and publication, and recommend the development of a comprehensive research plan to provide mentorship, research development support, and opportunities for research collaboration.*

### Actions taken/to be taken

In 2012-2013, the Department will engage in activities to strengthen and develop a more dynamic research culture and enhance productivity and research output of faculty. These include the Chair meeting with faculty members individually to discuss research productivity, and collaboration with the Office of Associate Dean, Research to implement the research mentorship program in 2012-2013.

### Expected Outcomes

- (1) In the fall term of 2012, the Chair will meet with faculty members individually to discuss research, publications and other forms of dissemination towards enhancing them. This will be an opportunity for faculty to discuss their goals and aspirations in terms of research, and to receive feedback on how their CVs are developing.
- (1) In 2012-2013, in collaboration with the Department Chair, the Office of Associate Dean, Research will establish a formal research mentorship program for junior faculty, as well as develop support systems for mid-career faculty interested in establishing new directions in, or changing the focus of, their research.
- (2) Capitalizing on the opportunities for faculty research associated with OISE's lead in the University of Toronto Institute for Human Development, HSSSJE faculty will be encouraged to engage with colleagues from other disciplines to create new knowledge about developmental trajectories.

**Expected Impact**

- Strengthened research culture within the Department;
- Recruitment and retention of top scholars; and
- Enhanced research opportunities for graduate students.

**RESOURCES**

- *The reviewers recommend that resources be allocated to build a renewed faculty complement – to fill in for recent retirements of internationally prominent faculty, and to ensure a rounded curriculum can be delivered with solid advisement for students.*

**Actions taken/to be taken**

Over the summer, the Dean, Associate Deans and the Chairs established principles for faculty renewal. The principle-based approach will facilitate transparency and planning for faculty renewal that is aligned with OISE's Academic Plan, and will allow the Department to review its teaching capacity while maximizing the involvement of its full-time continuing faculty.

**Expected Outcomes**

Based on the principles, the Department will develop a fiscally responsible five-year faculty renewal plan by October 2012.

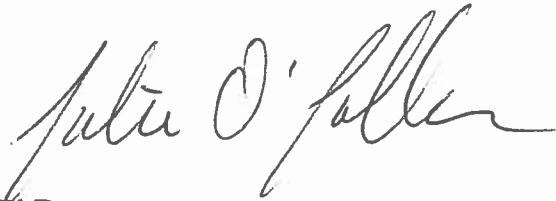
**Expected Impact**

Strengthening the faculty complement of the new Department will allow the program to reinforce existing disciplinary areas and move into new inter-disciplinary areas of inquiry while ensuring quality programing and the capacity to attract students who are truly committed to interdisciplinary studies in education.

I have requested from the Department Chair a semi-annual report outlining progress.

I trust that this addresses the main points of concern. Please contact me if you have any questions or require additional information. Meanwhile, on behalf of the OISE community, I want to take this opportunity to thank you and your office staff for the excellent support and advice provided to us during the review process.

Sincerely from,



Julia O'Sullivan, PhD  
Professor and Dean, OISE

## REVIEW SUMMARY

<b>Division/Unit under review:</b>	<i>[review of programs only; as of July 1, 2012, programs belong to Department of Leadership, Higher &amp; Adult Education, Ontario Institute for Studies in Education of the University of Toronto]</i>
<b>Commissioning Officer:</b>	Dean, Ontario Institute for Studies in Education of the University of Toronto
<b>Program(s) under review:</b>	Adult Education & Community Development (MA, MEd, PhD) Educational Administration (MA, MEd, EdD, PhD) Higher Education (MA, MEd, EdD, PhD)
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Lesley Andres, Professor, Department of Educational Studies, University of British Columbia</li> <li>2. Dr. Viviane Robinson, Distinguished Professor and Director, Centre for Educational Leadership, University of Auckland</li> <li>3. Dr. Miriam Zukas, Executive Dean and Professor of Adult Education, School of Social Sciences, History &amp; Philosophy, University of London, Birbeck</li> </ol>
<b>Date of review visit:</b>	March 1-2, 2012

<b>Previous Review Date:</b>	<p>2006: Educational Administration, Higher Education (University of Toronto department review)</p> <p>2009: Adult Education &amp; Community Development (University of Toronto department review)</p>
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b><u>2006:</u></b></p> <p><b>1. Graduate Program (Educational Administration, Higher Education)</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Students generally happy</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider developing joint teaching and research across programs</li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong individual scholarship</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Develop more active program of junior faculty and research mentoring, and support for grant development</li> <li>• Examine structure of research centres</li> </ul> <p><b>3. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Faculty demonstrate congeniality and care for each other, pride in being at OISE</li> </ul> <p><b><u>2009:</u></b></p> <p><b>1. Graduate Program (Adult Education and Community Development)</b></p>

	<p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong program; internationally recognized for diversity of faculty and students and excellence in teaching</li> <li>• High demand</li> <li>• Students “generally pleased” with experience</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Need to clarify distinction between research- and practice-focused degrees</li> <li>• Doctoral students with master’s degrees from OISE have difficulty finding enough “new” courses</li> <li>• Challenge for students to have quality time with faculty</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Explore new options for program delivery, including cohorts</li> <li>• Some research methods courses could be shared</li> <li>• Develop long-term enrolment plan</li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Internationally recognized scholarship; engaged researchers; most have secured external funds</li> <li>• Research centres have strong national and international profiles</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Significant number of retirements/departures</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Implement formal mentoring of new faculty</li> </ul> <p><b>3. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong connections with community partners</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Increase connections to initial teacher education</li> <li>• Strengthen and periodically review community relationships to ensure connections are not lost with individual retirements</li> </ul>
<p><b>Recent OCGS Review(s) Date:</b></p>	<p>2004: Adult Education &amp; Community Development (Good Quality with Report)  2006: Educational Administration (Good Quality, MA, EdD, PhD; Good Quality with Report EdD), Higher Education (Good Quality)</p>

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
Self-study & Appendices  
Towards 2030 Framework  
OISE Strategic Plan 2011-2015, Strategic Plan Appendix & Progress Report  
About the University of Toronto Institute for Human Development  
OISE’s new Organizational Chart  
Timeline of OISE’s Goals & Priorities 2010-2012

### CONSULTATION PROCESS:

While at OISE, the reviewers had meetings with a broad range of constituents including faculty, students, staff and external stakeholders,

which provided them with the opportunity to hear a wide range of views. Specifically they met with OISE's senior academic leadership team including the Dean, Associate Deans, Academic Directors and Chairs of other departments. They also met with Departmental leadership including the Chair, associate Chair and program coordinators, and U of T cognates including representatives from the Ontario Teachers Federation, Ministry of Education, Canadian Education Association, Toronto Adult Student Association, First Nations House, Native Women's Resource Centre, and Aboriginal Advisory Council.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

The 2011-12 reviews of all 12 OISE graduate programs were conducted in the context of OISE's departmental restructuring process (approved by University of Toronto Governing Council February 16, 2012). These graduate program reviews were bundled according to the department structure that came into effect on July 1, 2012. The graduate programs in Adult Education & Community Development, Educational Administration and Higher Education are offered by the Department of Leadership, Higher & Adult Education (effective July 1, 2012).

### **1. Graduate Program (Adult Education & Community Development (MA, EdD, PhD); Educational Administration (MA, MEd, EdD, PhD); Higher Education (MA, MEd, EdD, PhD)**

#### **A. Overarching Commentary on Programs**

##### **The reviewers observed the following strengths:**

- Overall quality
  - "Significant strengths" in all three programs including faculty and students and program cultures and commitments
- Support
  - Students "deeply appreciated" research and statistical support from Education Commons

##### **The reviewers identified the following areas of concern:**

- Objectives
  - Complexity and duplication of offerings results in lack of clarity for students and strains faculty resources
- Curriculum and program delivery
  - Students require more cohesive and advanced research courses to compete in labour market
- Assessment of learning
  - Inconsistent processes, standards and criteria across examiners and programs (e.g. comprehensive exams)
  - Doctoral examination committee structure does not provide robust external moderation
- Quality indicators
  - Students have difficulty finding research supervisors
- Enrolment
  - "Serious problem" of MA enrolment restrictions; limits student sense of community; renders MA programs "potentially unviable"

##### **The reviewers made the following recommendations:**

- Objectives
  - Clarify common intellectual and other skills department graduates should have
  - Clarify purposes and structures of some programs
  - Reduce number of degrees
  - Consider radical approach to integration of programs into new department by offering one departmental program with common core (including training in research, policy, and the learning sciences) and several strands or specializations to encourage interdisciplinarity and best use faculty expertise and resources
- Curriculum and program delivery



- “Urgent” need to review existing research methods requirements/courses; develop full, not overlapping suite of courses; consider core curriculum; explore different strategies to improve research training
- Develop common PhD and MA seminars to enhance students’ learning and research opportunities
- Consider developing blended learning at minimum, with further developments online as appropriate
- Assessment of learning
  - Consider streamlining assessment processes to benefit students, faculty and staff
  - Review use of external assessors/examiners for doctoral students to ensure sufficient feedback and support opportunities for national/international collaboration
- Quality indicators
  - Develop systematic approach to international student recruitment/retention
- Enrolment
  - Develop integrated approach to MA provision, given limitations on full-time enrolment

## **B. Commentary Regarding Adult Education & Community Development**

### **The reviewers observed the following strengths:**

- Overall quality
  - “Dynamic mix of both research and teaching not matched elsewhere”; One of world’s largest adult education programs
  - Internationally unique strength: “particular focus on community-level intervention for equity, social justice and democracy”
- Admissions requirements
  - Requirements are appropriate
- Curriculum and program delivery
  - Program’s core courses give coherence to wide-ranging student/faculty interests
  - Masters’ and PhD Research Seminars support development of thesis topics
  - Well-developed and well-integrated opportunities for learning beyond the classroom; “highly innovative” work-based practicum and integration of community partners within curriculum
  - “Exceptionally strong,” “exemplary” support for research students
  - Students involved in a range of action research projects, as well as more conventional thesis topics
  - Students felt activism was unique and considerable strength of the program
- Assessment of learning
  - Reviewers applaud program’s experimental approach to assessment
- Quality indicators
  - Student research funding success suggests high quality applicants and excellent research support
  - “Exceptionally student focused” program; students appear to be highly satisfied; CGPSS results show high levels of satisfaction with U of T; high level of willingness to recommend U of T to someone considering their program
  - “Palpable” sense of “intellectual community”
  - Innovations to support students include thesis preparation course, reading circles, thesis groups
  - Vibrant student organization helps sustain program’s social, political and educational climate
- Physical resources
  - Dedicated research student space “a precious well-used resource”

### **The reviewers identified the following areas of concern:**

- Objectives
  - Possible that two non-degree graduate certificate programs take limited faculty resources in directions “which do not fit so clearly into the program aspirations or the strategic goals of the wider graduate school”
- Curriculum and program delivery
  - Core courses could be better integrated

- Existing structure may not reflect existing interest in global and comparative education, aboriginal/indigenous education
- Assessment of learning
  - Wide range of assessment methods potentially create difficulty in ensuring parity across courses and alignment with program's overall objectives
- Quality indicators
  - CGPSS results show significant minority of students indicated quality of academic advising was fair/poor
  - High number of part-/flex-time students whose needs are under-addressed
- Enrolment
  - "Important questions" regarding balance between MA/MEd, full-/flex-time, and smooth transition from one level of study to another
- Faculty resources
  - Four streams not equally well represented within the faculty

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Review curriculum choices across/within streams; consider reducing number of specialist modules/integrating some into broader ones, to facilitate students' successful navigation through the program and efficient use of limited faculty resources
  - Differentiate MEd and MA requirements more clearly
  - Consider some integration of curriculum based on existing interest in global and comparative education, and aboriginal/indigenous education
- Assessment of learning
  - Review diversity of forms/content of assessment in relation to program objectives

**C. Commentary Regarding Educational Administration**

**The reviewers observed the following strengths:**

- Overall quality
  - "High international reputation among academic colleagues, policy makers and practitioners"
- Objectives
  - "Broad and distinctive" program focus around four strands, reflect current international policy and research problems in the field
- Curriculum and program delivery
  - Innovative research literacy course introduces students in coursework-only pathways to what is involved in being research-informed
  - Some students have rich experience on faculty research projects
  - "Highly valued" optional administrative internship for EdD students
- Assessment of learning
  - Comprehensive assessment processes at doctoral level
- Quality indicators
  - Program attracts large numbers of high quality student applicants; highly selective admissions
  - CGPSS shows high level of satisfaction regarding program quality, quality of interaction and coursework
- Enrolment
  - High enrolments drawn by reputation of program and faculty

**The reviewers identified the following areas of concern:**

- Objectives
  - Traditional program name does not reflect "broad and distinctive" program focus
  - Considerable overlap in learning objectives/outcomes of several degree pathways; unclear how course delivery maintains distinctions of stated objectives
- Curriculum and program delivery
  - Rich experience on faculty research projects not available to all students
- Quality indicators

- Comparatively low number of students receive competitive scholarships
- CGPSS responses suggest fewer opportunities for student-faculty collaboration and high variability in quality of student life and program experience
- Enrolment
  - Discrepancy between number of registered and active students
  - Enrolment suggests variable effectiveness of multiple degree/certificate pathways established to serve students with diverse goals
- Faculty resources
  - “Severe” faculty shortage; high supervision load

**The reviewers made the following recommendations:**

- Objectives
  - Consider program name change
- Admissions requirements
  - Review MEd and EdD admissions requirements to ensure students bring sufficient professional experience to be successful in programs
- Curriculum and program delivery
  - Explore possible relationships between the program and courses provided through Continuing Education (aimed at educational policy makers, teachers, leaders in education)
- Quality indicators
  - Follow up on CPGSS findings regarding variability of student experience
- Enrolment
  - Develop systematic approach to reducing number of students registered but not active (e.g. annual review of progress, etc.)

***D. Commentary Regarding Higher Education***

**The reviewers observed the following strengths:**

- Curriculum and program delivery
  - Courses strong in administration
- Quality indicators
  - Positive CGPSS responses for professional masters students

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Lack of solid foundations course (existing course seems “odd choice”; “not sufficiently advanced” for doctoral students)
  - Students concerns regarding some courses: too specific, lacked critical theory, do not address broad social themes
  - Current and former students questioned number of medical MEd students in PhD seminar
  - Students unclear about program’s commitment to research training
- Quality indicators
  - CGPSS results for doctoral students indicated lower levels of satisfaction with academic experience and student life experience
  - CGPSS results show significant minority of students indicated quality of academic advising was fair/poor
- Faculty resources
  - Unclear how existing faculty expertise or proposed hiring priorities relate to program’s identified areas of specialization

**The reviewers made the following recommendations:**

- Admissions requirements
  - Review EdD/PhD admission requirements
- Curriculum and program delivery
  - Consider offering PhD-only doctoral seminar, perhaps in combination with other programs

- Consider assigning research supervisor at the time of admission to ensure students find supervisors
- Update list of Higher Education courses to ensure accuracy, facilitate student planning and reflect available faculty resources
- Review EdD/PhD program requirements
- Faculty resources
  - Strategically review Higher Education focus, particularly with respect to new faculty specializations, before adding new faculty

## 2. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - “World famous” research
  - Critical mass of outstanding education researchers
- Research
  - Productive in terms of grants and publishing
  - Steady funding success for the most part, especially small scale grants
  - Numerous awards
  - Adult Education and Community Development: considerable research breadth/expertise
  - Adult Education and Community Development: commitment to research that is socially relevant and makes an impact
  - Educational Administration: new faculty play important role in translation of research to practitioners
- Faculty
  - Some faculty have international reputations of the highest order

### The reviewers identified the following areas of concern:

- Research
  - Minority of faculty (primarily mid-career) have received little or no research funding over the past 7 years
  - Higher Education: program does not seem to be part of “larger global research machine” though opportunity exists in “under-researched” field
- Faculty
  - Stellar reputation possibly rests on legacy of scholars who have or will soon retire
  - Uneven distribution of research expertise; complement gaps in quantitative research methods and economics

### The reviewers made the following recommendations:

- Research
  - Establish department-level research funding and other mechanisms to support development of external applications for funding, ensure all faculty regularly apply for grants and enhance success rates
- Faculty
  - Junior faculty renewal “essential”
  - Develop strategic, department-level vision for faculty renewal
  - Retain reduced teaching load for new faculty

## 3. Administration

### The reviewers observed the following strengths:

- Relationships
  - Great strengths, potential and commitment amongst faculty and staff
  - Reviewers “impressed” with attitudes expressed toward departmental restructuring
  - Staff appeared to understand need for change; many saw opportunities for further collaboration across programs and department

- Many individuals have strong collaborative relationships across OISE and U of T; some collaboration already exists across new department's programs
- Adult Education and Community Development: "commendable" faculty support of BEd given different focus of programs
- Adult Education and Community Development: active outreach strategy; "widely regarded internationally as well as nationally and locally" as engaged with policy and practice across diverse communities; "glowing" praise of external colleagues
- Adult Education and Community Development: past students and their organizations continue to partner with program; practicum and other curriculum components rely on and reinforce very successfully maintained/developed external partnerships
- Educational Administration: program has "friends in many places"
- Educational Administration: numerous project based collaborations
- Higher Education: faculty have good relationships with international higher education community
- Planning / Vision
  - Adult Education and Community Development: Active alumni program maintains connections between past and present students and faculty

**The reviewers identified the following areas of concern:**

- Relationships
  - Programs isolated from each other; most faculty focused on program identity, rather than program and departmental identity
  - Staff frustrated, uncertain in new structure
  - Higher Education: community partners unclear about program's interdisciplinary mandate (faculty from interdisciplinary backgrounds do not appear to work together)
- Organizational and financial structure
  - Duplication of and unclear roles; "overburdened" administrative structure; lack of office administrative systems
  - Departmental aspirations appeared to be mismatched with institutional regulations; several strategic challenges facing the new department cannot be addressed without broader U of T support (e.g. problems in new revenue generation despite demand for new offerings from external stakeholders)
  - "Stark" signs of under-investment/development; few possibilities for strategic investment at department level due to limited department budget

**The reviewers made the following recommendations:**

- Relationships
  - Consider the following areas for further collaboration: Comparative, International and Development Education, Women's Studies, Workplace Learning and Social Change, program shared with Wilson Centre
  - Systematically evaluate relationships with initial teacher education programs; develop plan to improve relationships, increase influence on curriculum
  - Consider reviewing research centres with which department is associated, including in relation to all OISE centres
  - Develop distinctive, strategic approach to influencing and engaging the education professions, broadly defined
  - Educational Administration: conversation with external stakeholders led reviewers to recommend focus on leadership and learning in formal and community based education and across compulsory and post-secondary sectors
  - Higher Education: maintain/strengthen existing relationships with international higher education community
- Organizational and financial structure
  - Develop new departmental committee structure and common processes to use faculty resources efficiently and ensure equity of treatment and decision making
  - Suggest "urgent" review of administrative structure
  - Understand and address obstacles (e.g. caps) to new revenue generation
  - Consider physical reorganization to support integrated department
- Planning / Vision

- Develop shared vision of department's collective purposes/identity; consider appropriate new name
- Identify which existing program strengths should be carried across all programs
- Establish alumni register (building on Adult Education and Community Development's work)

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
University of Toronto

September 6, 2012

Dear Cheryl,

Thank you for the summary of the review report and your request for the decanal response to the external review of the following programs housed in the Department of **Leadership, Higher and Adult Education (LHAE)**: Adult Education and Community Development (MA, M.Ed., EdD, PhD); Educational Administration (MA, M.Ed., EdD, PhD); Higher Education (MA, M.Ed., EdD, PhD). Your comments and observations are greatly appreciated.

The review of the programs within LHAE took place at a time of significant change for OISE—that is, during the process of departmental restructuring that took the best part of 2011-2012. The new Department brings together scholarship critical for the advancement of education in today's rapidly changing social, economic and policy contexts. While in the process of its formation, the new Department's faculty, staff and students recognized the need for change and many felt it provided opportunities for further collaboration across programs and departments. I congratulate them on embracing this exciting opportunity and making a commitment to succeed.

Everyone involved appreciates the contribution of Professors Anders (University of British Columbia), Robinson (University of Auckland), Zukas (University of London, Birkbeck) in their role as external reviewers for the Department of Leadership, Higher and Adult Education. Their report represents a valid review of the challenges and opportunities facing the new department, and all agreed that the review signifies an excellent opportunity to celebrate successes and identify areas for quality improvement.

What follows is my response to the points raised in your letter dated July 6, 2012, developed following consultation with Associate Deans, Academic Directors and the Department Chair.

### COLLEGIALITY AND COHESION

- *The reviewers suggested that the faculty in the new unit need to develop a shared vision of the Department's collective purpose and identity.*
- *The reviewers recommended the development of a new departmental committee structure to ensure cross-program collaboration.*

### Actions taken/to be taken

The newly configured Department was in the initial stages of forming at the time of the review and the need for increased cohesion and coordination across programs is recognized. In the fall of 2012, the Department will identify opportunities and activities that will allow faculty from different programs to interact and work together, which will include bringing together faculty to develop a shared vision for the Department, and the establishment of new departmental committees.

### Expected Outcomes

- (1) In the fall of 2012, at one of the initial departmental meetings, a shared vision for the Department will be developed ensuring input from all programs.
- (2) In the fall of 2012, a set of new departmental committees with clear meeting schedules will be established to ensure broad representation and collaborative decision-making (i.e. research, curriculum planning and student affairs committee).

### Expected Impact

Increased cross-program collaboration, cohesion and sense of community built on the existing strengths and new synergies between programs.

### CURRICULUM

- *The reviewers commented on the extensive suite of programs being brought together within the new unit and the multiple pathways within each. They recommend a reduction in the number of degrees offered by the new unit and substantive differentiation amongst them.*

### Actions taken/to be taken

Across the Institute, a systematic approach to program planning is needed to ensure that OISE's programs continue to be strong and relevant in terms of their content and learning outcomes, as well as to ensure that they are sustainable and meet the needs of students. In 2012-2013, the Department will work with the Office of the Associate Dean, Programs and other departments to build cross-departmental collaborations in program planning. For example, a collaborative review of macro and micro issues such as faculty student ratios, degree options (e.g. academic masters compared to professional masters), and delivery options (e.g. in-class vs. online) will be reviewed. In addition, in the fall of 2012, the newly established Curriculum Committee will discuss these issues at the level of the Department.

### Expected Outcomes

In consultation with the Office of the Associate Dean, Programs the Department will develop proposals to modify its programs as appropriate addressing: (a) differentiations between programs; (b) consolidation of programs; (c) differentiation between degree requirements and learning outcomes (especially MA compared with M.Ed.); and (d) development of a core sequential curriculum for every program.

### Expected Impact

Academically rigorous and sustainable programs of excellent quality that:

- a) meet the needs of students and society,
- b) address emerging issues, and
- c) continue to provide leadership to the field.

- *The reviewers recommended the rationalization of course offerings including the development of common PhD, EdD and MA seminars to enhance students' learning and research opportunities. They further emphasize the need for the development of a more structured research methods curriculum.*

### Actions taken/to be taken

In order to ensure a solid foundation in research methodology for graduate students, a number of steps to review and strengthen the Department's course offerings, especially in quantitative research methods courses will be taken in 2012-2013. These include the review of course offerings by the LHAE Curriculum Committee, and improving access to courses across the Institute.



### Expected Outcomes

- (1) In the fall of 2012, the review of the course offerings will result in the development of core departmental courses in quantitative methods, as well as common PhD, EdD and MA seminars.
- (2) In the winter term of 2013, the following research methods course—open to all OISE graduate students—will be offered by the Department of Applied Psychology and Human Development: *Multi-level Modeling in Social Scientific and Educational Research*. This advanced course is designed to strengthened students' foundation in quantitative research methods and statistics.

### Expected Impact

A more structured research methods curriculum established will enhance students' research skills and learning experience.

- *The reviewers indicated that there are inconsistencies across the programs regarding comprehensive examination procedures and processes and that the department needs to arrive at a common understanding about these examinations.*

### Actions taken/to be taken

In the fall of 2012, the Curriculum Committee will review comprehensive examination procedures in order to ensure consistency and transparency across programs.

### Expected Outcomes

Revised comprehensive examination procedures with clearly identified objectives, timing, research proposal requirements, process and appeals procedures developed by the end of the fall term of 2012.

### Expected Impact

- a) Consistency and transparency across programs, and
- b) Clarity for students in terms of expectations.

## PROGRAM DEVELOPMENT

- *The reviewers suggested that faculty could productively contribute to the Faculty's Initial Teacher Education programming.*

### Actions taken/to be taken

First, departmental restructuring at OISE has resulted in comprehensive departments responsible for contributing to both graduate and undergraduate programs, teacher education and research. Second, consistent with the OISE Strategic Plan 2011-2015, and outcomes of the Working Session on Teacher Education held on June 1, 2012, the Associate Dean, Programs has struck a Task Force with a mandate to investigate models for the realignment of Initial Teacher Education and Graduate Education at OISE.

### Expected Outcomes

In 2012-2013, the Task Force will articulate several new models for the structural reorganization of Teacher Education and Graduate Education at OISE. The models will be presented to the OISE community, who will choose the model best suited to facilitating the realignment of Teacher Education and Graduate Education. It is anticipated that the selected model will enable the Department to increase its contribution to Teacher Education at OISE.

## Expected Impact

A new structural model will contribute to an invigorated Teacher Education program at OISE, the one that builds on the strengths of each department including that of LHAE.

## STUDENT SUPPORT

- *The reviewers expressed concern about the comparatively low level of external funding of students within the Higher Education program and suggested that strategies be developed to improve student success.*
- *The reviewers suggested that given concerns about finding research supervisors, assignment of a research supervisor at admission should be considered.*
- *The reviewers noted a discrepancy between the numbers of registered and active students and suggested that steps be taken to rectify this.*

## Actions taken/to be taken

OISE is committed to providing an unparalleled graduate student experience within an environment that values excellence in research and practice. In 2012-2013, the Department will take measures to improve student experience and ensure success. These include identifying opportunities for, and enhancing the level of external funding for students, ensuring the implementation of the existing mentorship model and implementing strategies to improve registration of students in courses.

## Expected Outcomes

- (1) A department-wide student scholarship committee will be established in the fall of 2012 tasked with identifying opportunities for, and enhancing the level of external funding for students. This committee will be chaired by an Associate Chair in charge of student affairs.
- (2) Commencing the fall of 2012, the existing mentorship model will be reinforced (i.e. the Chair will ensure that on admission each student is assigned a supervisor based on the match between the student's expressed research interests and the supervisor's expertise). Additionally, strategies like stabilizing new admission in order to ensure supervisory capacity, creative and effective doctoral stream planning, and optimizing the balance of fulltime and part time students including those enrolled in flex-time PhD, etc. will be applied.
- (3) To improve the number of registered students the following strategies will be implemented:
  - A core sequential curriculum for each program will ensure that students are registered in courses both in the fall and winter term;
  - Clear advance publicity to students about expected completion dates will be provided. Particularly, it will be noted that supervision will not be provided when students are not registered in courses;
  - Standardized annual reviews of progress will be completed by both student and supervisor (i.e. annual meeting of the student's dissertation committee will be implemented); and
  - No workload credit for faculty who still choose to supervise un-registered students will be given.

## Expected Impact

- a) Increased efficiency and program completion rates;
- b) Amplified level of external student funding; and
- c) Improved student experience and overall success.

## RESEARCH

- *The reviewers indicate that not all faculty are successful at securing research funding and that strategies for faculty renewal and support should be developed to ensure all faculty (where academically relevant) are applying for research grants on a regular basis.*

### Actions taken/to be taken

The Department leadership recognizes that research productivity is uneven within the Department and across programs and, in 2012-2013, will take measures to strengthen and develop a dynamic research culture and enhance research output of faculty. These include research supports and incentives at the departmental level, as well as collaboration with the Office of Associate Dean, Research to implement the research mentorship model.

### Expected Outcomes

- (1) The newly established Research Committee will provide assistance and support to faculty applying for grants and encourage them to do so. In addition, the Department will provide a small amount of seed money from departmental funds to stimulate new and emerging areas of inquiry.
- (2) In 2012-2013, in collaboration with the Department Chair, the Office of Associate Dean, Research will establish a formal research mentorship program for junior faculty, as well as develop support systems for mid-career faculty interested in establishing new directions in, or changing the focus of, their research.
- (3) Capitalizing on the opportunities for faculty research associated with OISE's lead in the University of Toronto Institute for Human Development, LHAE faculty will be encouraged to engage with colleagues from other disciplines to create new knowledge about developmental trajectories.

## RESOURCES

- *The reviewers suggested that the department needs to rethink its administrative structure to reduce duplication and allow for better planning.*

### Actions taken/to be taken

The Departments administrative structure was recently revised to increase efficiency and facilitate better planning. In addition, the staffing model will be continuously reviewed and strengthened to ensure the effective delivery of the academic programs.

### Expected Outcomes

Two new Associate Chairs have recently been appointed, one tasked with research and faculty promotion issues, and one with student affairs and issues such as awards and grievances. They will chair two of the new departmental committees, for research and student affairs respectively.

### Expected Impact

- a) Increased efficiency in planning and execution of departmental activities, and
- b) Improved communication and information sharing.

- *The reviewers emphasized that renewal of faculty at the junior level is essential*

**Actions taken/to be taken**

Over the summer, the Dean, Associate Deans and the Chairs established principles for faculty renewal. The principle-based approach will facilitate transparency and planning for faculty renewal that is aligned with OISE's Academic Plan, and will allow the Department to review its teaching capacity while maximizing the involvement of its full-time continuing faculty.

**Expected Outcomes**

Based on the principles, the Department will develop a fiscally responsible five-year faculty renewal plan by October 2012.

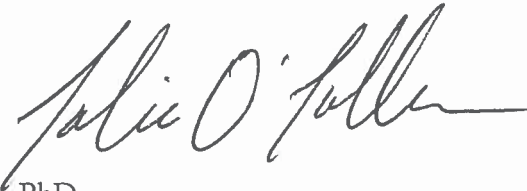
**Expected Impact**

Strengthening the faculty complement will allow the Department to enhance its teaching capacity will ensuring quality programing.

I have requested from the Department Chair a semi-annual report outlining progress.

I trust that this addresses the main points of concern. Please contact me if you have any questions or require additional information. Meanwhile, on behalf of the OISE community, I want to take this opportunity to thank you and your office staff for the excellent support and advice provided to us during the review process.

Sincerely from,



Julia O'Sullivan, PhD  
Professor and Dean, OISE

**REVIEW SUMMARY**

<b>Division/Unit under review:</b>	Review of program only (program is housed in the Professional Graduate Program Centre (PGPC))
<b>Commissioning Officer:</b>	Vice-Principal Academic & Dean, UTM
<b>Program(s) under review:</b>	Master of Biotechnology, M.Biotech.
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Randall B. Dunham, Professor and Chair, Department of Management &amp; Human Resources, Executive Director, Center for International Business Education and Research (CIBER), and Keenan A. Bennett Chair of Industrial Management, School of Business, University of Wisconsin-Madison, USA</li> <li>2. Dr. Paul Schnetkamp, Professor, Department of Physiology &amp; Pharmacology, Graduate Program Director, Master of Biomedical Technology Graduate Program, Infrastructure Director, Hotchkiss Brain Institute (HBI), Faculty of Medicine, University of Calgary</li> <li>3. Dr. Christopher Yip, Associate Professor, Departments of Biochemistry and Chemical Engineering and Applied Chemistry, Graduate Coordinator, Institute of Biomaterials and Biomedical Engineering, Terrence Donnelly Centre for Cellular and Biomolecular Research, University of Toronto</li> </ol>
<b>Date of review visit:</b>	May 23-24, 2012

<b>Previous Review Date:</b>	N/A
<b>Summary Findings and Recommendations of Previous Review:</b>	N/A
<b>Recent OCGS Review(s) Date:</b>	2003/4 Good Quality

**CURRENT REVIEW****DOCUMENTATION PROVIDED TO REVIEWERS:**

Covering Memo  
Itinerary  
Terms of Reference  
External Reviewer Appraisal Report Template  
Self-Study and Appendices  
Faculty CVs  
OCGS: Request for additional information, Response to request, Recommendation  
Graduate Level DLEs  
Tri-Campus Framework  
Master of Biotechnology Letter of Intent  
University of Toronto Facts & Figures 2011  
School of Graduate Studies Academic Calendar: Excerpt for the PGPC 2011-2012  
School of Graduate Studies Viewbook  
Master of Biotechnology Viewbook

**CONSULTATION PROCESS:**

The reviewers met with the Vice-Principal Academic and Dean; Vice-Dean Graduate; Director and Associate Director of the MBIotech Program;

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **1. Graduate Program (Master of Biotechnology, M.Biotech.)**

#### **The reviewers observed the following strengths:**

- Overall quality
  - Program is “strong and innovative initiative led by engaged and enthusiastic faculty with strong extramural industrial support and participation”
- Curriculum and program delivery
  - Program structure, curriculum, length
    - “Positive trendsetter”
    - “Strong interdisciplinary focus and training”
    - Focus on translation; linkages with management programs and problem solving
    - Requirements consistent with professional master’s level program
    - Reviewers “particularly intrigued” by collaborative industrial project-based course currently in development
  - Content/delivery
    - “Very interesting” team building courses and course delivery style, consistent with program’s nature
  - Student learning beyond the classroom
    - “High quality” internships provide direct link to job market
    - High performance of students in internships builds program’s reputation, driving future recruitment and corporate support
- Assessment of learning
  - Appropriate and consistent with graduate courses
- Quality indicators
  - Applicants and admitted students
    - “Student body appears to be strong”
    - “Very good” applicants based on GPA
  - Student completion rates and time to completion
    - Majority of students complete program on time (2 years)
  - Quality of the educational experience, teaching, and graduate supervision
    - “Excellent” evaluations of teaching staff
    - “Very good” evaluations of courses
    - Faculty are “receptive mentors” and responsive to critiques
    - Students appear to recognize the benefits of the program’s new and ambitious approaches to student learning and professional development
  - Post graduation employability
    - Many students find appropriate employment post graduation

#### **The reviewers identified the following areas of concern:**

- Overall quality
  - Concerns about core focus and depth of insight in both business and science given two-year time frame of degree
- Objectives
  - Shift towards management/entrepreneurship and away from technical aspects of original program raises questions about program’s scope
- Curriculum and program delivery
  - Program structure, curriculum, length

- “Clear need” for better curriculum management, more cohesive course integration; program running on “automatic pilot” with “very little internal discussion about curriculum and goals”
  - Limited interaction between science and business faculty within the program
- Quality indicators
  - Quality of the educational experience, teaching, and graduate supervision
    - “Small but significant group of students (~30%)...felt disenfranchised not only with this program but also with” the campus
    - Limited integration of M.Biotech. students into research-stream graduate student population (“perhaps not surprising since half of the program is occupied by the internship”)

**The reviewers made the following recommendations:**

- Objectives
  - Comprehensively review program’s domain of knowledge and skills; clearly identify knowledge and skills to be developed by program overall
- Curriculum and program delivery
  - Program structure, curriculum, length
    - Comprehensively review and clearly identify how courses contribute to developing program’s knowledge and skill objectives; remove or revise courses that do not relate to these objectives and address gaps and redundancies across courses; ensure that learning experiences relate to stated objectives
  - Student learning beyond the classroom
    - Placement efforts (internship and post-graduate) should communicate knowledge and skills students have acquired/developed as a result of the program
- Quality indicators
  - Applicants and admitted students
    - Consider identifying core knowledge/skills in biological sciences and chemistry that all students should have before entering program; create assistance for students to self-assess and acquire knowledge/skills gaps
- Enrolment
  - Hold enrolment steady until demand increases to ensure student quality remains high and internships guaranteed
- Faculty resources
  - Graduate student instructors should only be used as a last resort; if tenure-stream faculty are unavailable at the last minute, replacements should have terminal degrees or “in special circumstances” doctoral students in dissertation stage
- Outreach / Promotion
  - Coordinated North American recruitment could further raise student quality and program’s visibility
  - Better communication of program’s knowledge and skills objectives would help prospective students make informed decisions and facilitate promotion of graduates to potential employers

**2. Faculty/Research**

- The reviewers did not consider the issue of faculty research stating “as a professional degree program the reviewers did not believe it is necessary for this program to facilitate or emphasize a core research focus for its faculty or students”

**3. Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Morale of faculty, students and staff
    - Faculty, student and staff morale appears strong
  - Relationships with external government, academic and professional organizations

- Good advisory board model; board members felt their input was valued by program
- Program's advisory board gave "very strong endorsement" of program, its internship strategy and its students' contributions
- Very successful partnerships with pharmaceutical and biotech industry in Ontario are central to internship's success
- Staff
  - Dedicated staff

**The reviewers identified the following areas of concern:**

- Relationships
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - "Clear need" for better linkages with other departments; perhaps because of uniqueness very limited relationships with other programs at U of T or elsewhere
- Organizational and financial structure
  - Governance
    - Governance structure "poorly defined"
  - Resource allocation, including space and infrastructure support
    - Existing budget model seems ad hoc; will impact program's administration and future development and growth

**The reviewers made the following recommendations:**

- Relationships
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - Better integrate the program within the broader institution to drive short-term improvement and sustainability
- Organizational and financial structure
  - Governance
    - Annual faculty retreat and regular faculty meetings would support discussion of program's objectives and development of strategic plan
  - Resource allocation, including space and infrastructure support
    - Ensure strong institutional support
    - Consider setting budget and revenue generation expectations for program and empower program to manage budget accordingly; could lead to efficiencies and increased revenue
  - Staff
    - Reduce/hold back on administrative growth
    - Carefully define administrative work and timeline for work, and implement staff performance reviews and goal setting, before considering expansion of staff
- Planning / Vision
  - Development/fundraising initiatives
    - Advancement should capitalize on ability to state clearly defined knowledge and skills objectives, once curriculum review is complete

**ADMINISTRATIVE RESPONSE – Appended**





OFFICE OF THE DEAN

October 9, 2012

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall, University of Toronto

Dear Cheryl,

Administrative Response to the Review of the External Review of the Master of Biotechnology

I am writing in response to the Review of the Master of Biotechnology Program at UTM. I will direct this response to the questions raised in your memorandum, focusing on the key issues raised in the review. On a general note, I am pleased with the positive observations made by reviewers concerning the innovativeness of the programs, some of its strong features such as the internships, and the quality of the students. Nonetheless, the review highlights some areas for improvement, particularly with respect to governance.

*Program Objectives*

The reviewers raise concerns about the current focus and scope of the program, recommending a curricular review and the establishment of clear learning objectives to be aligned with methods of assessment. They further recommend that the program identify prerequisite knowledge and skills in the biological sciences and chemistry to ensure that students draw on a common body of knowledge.

The program from its inception has balanced the management and science foci that are its foundation. It blends lab-based science study, industry-focused material and lectures, and an intense practical component. In addition, students learn the fundamentals of management practice and theory and the broader technological context.

The program is well conceived in terms of content and design. It has an internal logic involving an introductory phase focusing on lab-based skills, followed by the integration of practica as students progress. Students are rigorously assessed on admission to ensure that they have the requisite science background to succeed in the program. In addition to entering with a relevant science degree, they are interviewed and are required to pass a comprehensive oral examination and other tests to ensure they have a strong grasp of scientific method and have previous exposure to courses in both biology and chemistry. As a result, the program administrators are confident that students entering the program have the science knowledge and skills necessary to succeed in the program. They are, however, supportive of the idea of undertaking an annual review of the curriculum with all partners and staff, something I strongly encourage.

The knowledge and learning objectives, which are well articulated in the self-study document, are discussed in a policy handbook and an informational handbook that all students in the program receive. But a statement of the objectives is not available on the program website. I will encourage the director to ensure that the program's knowledge and learning objectives are set out there as well.

To assess student progress and learning outcomes, essays, reports, and final examinations are routinely used in courses. For the more traditional business courses, assignments and rigorous final exams are employed. In seminar courses and Biotech and Medicine (BTC1600), student teams present a final oral presentation, where they are challenged to provide creative solutions and suggest innovations to deal with actual problems in industry. In Biotech laboratory courses, students give oral presentations, so as to develop oral skills and team skills while learning science. At the end of the first laboratory course, students take a final exam where they make oral presentations to a scientific board. The internships are evaluated by supervisors, by the Biotech internship coordinator who makes site visits, and by two oral peer presentations made to the faculty. These forms of assessment relate appropriately to the learning outcomes that the program has as its objectives.

#### *Recruitment*

The reviewers suggest that a coordinated North American recruitment effort could raise the (already good) quality of students and the program's profile. We agree wholeheartedly with this suggestion. The program administrators have previously targeted provinces to our east but have had almost no direct contact (site visits or graduate fairs) with provinces to our west. This year, the program is trying new methods to achieve high applications numbers. It has sent out mailings to every relevant department in Canada. In addition, it has targeted Alberta and BC in an effort to increase its reach; a member of the staff has been commissioned to make site visits and attend graduate fairs in these provinces.

The Vice-Dean, Graduate will work with the program to evaluate its marketing strategy and current media, including an evaluation of the feasibility of drawing upon recruitment expertise elsewhere on the campus, so that the program can heighten its profile and address, in particular, the branding challenge that the reviewers believe is hampering some recruitment efforts.

#### *Relationships*

While the reviewers praised the linkages the program has built with industry, they recommended better linkages between disciplines and with other programs and departments within the University.

The program currently enjoys a strong integration with the UTM Department of Biology and Department of Chemical and Physical Sciences, largely because faculty appointments to support the program have been filled in those two areas. A similar arrangement has not been structured with the Department of Management, resulting in a more tenuous relationship with that unit. The current director of the M.Biotech program is keen to see an improvement in that relationship and has been exploring means of fostering better ties. This effort will be supported by the Vice Dean Graduate. Over the past 2 years, the program has worked hard to establish collaborative relationships with other units, including the Faculty of Law and Department of Computer Science. I note that there is a proposal (now working its way through governance) for a member of the Biotech program to teach a joint Law/Biotech course with a member of the Faculty of Law. The course, *Patent Law for the Life Sciences*, will be offered both as LAW524H and BTC1840H and is expected to draw students both from Law and Biotech.

I will encourage the program director to continue in such outreach activities, as they will enhance the visibility of the program and contribute to its intellectual life.

*Governance*

The reviewers suggested that adjustments to governance, meeting, and administrative structures could facilitate discussion of the program's future directions and scope and ensure coordinated use of resources. The program has had an interesting history, beginning at a time when no formal departments existed at UTM and local oversight was exercised by the Associate Dean of the Division of Sciences at UTM. With the elimination of the divisions and creation of the departmental structure, the program director has reported to various senior academic administrators at UTM, and the program is currently housed within the Department of Biology, even though it comprises other disciplines and its director is a chemist. These changes have created issues of program ownership and accountability. We are hopeful that, should the program be housed within the proposed Institute of Management and Innovation, the strong and dynamic organizational structure we envisage for this new unit will provide the program with a long-term and secure foundation for the future.

The reviewers recommend that the program institute annual faculty retreats as well as regular faculty meetings to support discussion of program objectives and strategic planning. I support this recommendation and will encourage the director to make such arrangements.

The director would welcome the generation of a new budget model for the program, one which would give the program more budgetary autonomy and more flexibility in establishing compensation rates for instructors. I will embark on such a review, taking into consideration the current revenues generated by the program, and how we might devolve more budgetary control to the program.

Sincerely,



Amy Mullin  
Vice-Principal, Academic and Dean  
University of Toronto Mississauga

## APPENDIX

### Externally commissioned reviews of academic programs, completed April – October 2012

Additional reviews of programs are conducted by organizations external to the University most commonly for accreditation purposes. These reviews form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below.

These reviews are reported biannually to AP&P as an appendix to the compendium of external reviews.

Unit	Program	Accrediting Agency	Status
Faculty of Social Work	Master of Social Work, MSW	Canadian Association for Social Work Education (CASWE)	Accredited (next review 2020)
University of Toronto Scarborough	Environmental Biology (Specialist) Environmental Chemistry (BSc, Specialist) Environmental Geoscience (BSc, Specialist) Environmental Physics (BSc, Specialist)	ECO Canada	Accredited (next review 2017)

School of Graduate Studies – OCGS Appraisals		
MIRHR/PhD Industrial Relations and Human Resources	Faculty of Arts and Science	GOOD QUALITY AFTER REPORT